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Ed Argenbright
Superintendent

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Guidelines for Secondary Vocational Education in Montana

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TABLE OF CONTENTS

Preface. ii
OPI Vocational Education Personnel Directory iii
State Advisory Council for Vocational Education. iv

PART I: Definitions and Philosophy 1
A. Vocational Education: Federal Definition 1
B. Vocational Education in Montana 1
C. Vocational Education Philosophy 2

PART II: General Requirements of Secondary Vocational Education Programs . . . 3
A. General Requirements. 3
B. Secondary Vocational Education Forms Due Date Calendar. 11
C. Secondary Vocational Education Application Procedures 12
D. Secondary Vocational Program Evaluation 13
E. Secondary Vocational Student Follow-Up Information. 14
F. Standards for Local Vocational Advisory Committees. 15
G. Resources for Advisory Committees 18

PART III: Specific Requirements of Vocational Programs: P.L. 94-482, Sections 120 and 150, and Administrative Rules of Montana 19
A. Agriculture Education 19
B. Business and Office Education 24
C. Marketing/Distributive Education. 28
D. Health Occupations Education. 30
E. Trade and Industrial Education. 32
F. Wage Earning Home Economics Education 38
G. Consumer and Homemaking Education 40
H. Prevocational Industrial Arts 44

PART IV: Criteria for Approval of Special Vocational Needs Programs (Disadvantaged/Handicapped) P.L. 94-482, Sections 110, 120 and 140 48

PART V: Program Improvement, P.L. 94-482, Section 130. 52

PART VI: Criteria for the Approval of Secondary Cooperative Education Programs 53

PART VII: Vocational Guidance Services/Montana VIEW. 55

PART VIII: Sex Equity in Vocational Education; Human Potential Development 58

PART IX: Laws Relating to Sex Equity (Selections) 62

PART X: Civil Rights Requirements for All Vocational Education Programs as Set Forth in the Office of Civil Rights Guidelines 66

APPENDIXES 76
I. Local Teacher Certification Requirements
II. Endorsement Requirements for Industrial Arts/Vocational Education
III. Local Advisory Committee Work Plan
IV. Forms and Procedures for Secondary Vocational Program Application
V. Instruments and Instructions for Secondary Vocational Follow-Up System
VI. Definition of Vocational Education Terms

GUIDELINES FOR SECONDARY

VOCATIONAL EDUCATION IN MONTANA

PREFACE

The Montana State Plan for Vocational Education is an agreement between the U.S. Department of Education and the Montana Superintendent of Public Instruction as sole state agent for vocational education. It contains planning information and data relating to the operation of the various phases of vocational education qualifying for financial support under the Education Amendments of 1976 (Public Law 94-482).

These Guidelines for Secondary Vocational Education in Montana are published to serve as a supplement to the State Plan and are designed to provide assistance to local administrators and others involved in planning and conducting secondary vocational education programs.

These guidelines have evolved over several years and reflect the consideration of recommendations from many persons and agencies at all levels of vocational education in Montana. Regional and national standards, as well as practices in other states, were reviewed in a quest to design the best pattern for Montana's programs.

The requirements portion of these guidelines became effective May 18, 1984. These guidelines will be reviewed yearly and revised if necessary to meet emerging needs and to reflect changes in legislation and the Administrative Rules of Montana (ARM).

VZ16084

OPI VOCATIONAL EDUCATION PERSONNEL DIRECTORY

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Alice Adams	Melville
Mark Beckman	Butte
Forrest Boles	Helena
Roger Eble	Helena
Mark Etchart	Glasgow
Duane Gebhardt	Cascade
Ralph Godtland	Butte
Harold Hamm	Helena
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James Schultz	Lewistown
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Melvin Williams	Laurel

PART I: DEFINITIONS AND PHILOSOPHY

A. VOCATIONAL EDUCATION: FEDERAL DEFINITIONS

Federal regulations[1] provide the following definitions:

Vocational Education means organized educational programs which are related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, "organized education programs" means only:

1. instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and

2. the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

Vocational Instruction means instruction which is designed to prepare individuals upon its completion for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction may include:

1. classroom instruction;

2. classroom related field, shop, and laboratory work;

3. programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;

4. remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and

5. activities of vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in Paragraph 104.513.[2]

B. VOCATIONAL EDUCATION IN MONTANA

The above definitions are also listed in the policies of the Montana Superintendent of Public Instruction showing consistency between state and federal criteria that govern the use of funds for vocational education. The acceptance of federal definitions indicates commitment to programs that meet the objective of preparing individuals for employment.

1 Federal Register, Vol. 42, No. 191, October 3, 1977, page 53865.
2 Ibid, page 53844.

Postsecondary vocational education in Montana is offered at the five postsecondary vocational-technical centers in Billings, Butte, Great Falls, Helena, and Missoula. Programs of postsecondary vocational education are also offered at community colleges in Glendive, Kalispell, and Miles City, and at Northern Montana College in Havre, as well as the various private schools and Indian community colleges. Effectiveness of these programs is generally gauged by the rate of successful job placement of students after they have completed the instruction.

Many of the state's local school districts operate secondary vocational programs and some offer adult vocational education and related apprenticeship training. Teacher education projects are conducted at three college campuses while special projects are funded at various locations including state institutions and Indian reservations.

State and federal funding support for vocational education at the various levels is by approval of the Office of Public Instruction. The Superintendent of Public Instruction serves as executive officer for vocational education and heads a state level staff which administers vocational education under the procedures of the Superintendent.

C. VOCATIONAL EDUCATION PHILOSOPHY

It is the philosophy of the Montana State Superintendent of Public Instruction that vocational-technical education and prevocational education opportunities shall be provided to persons who desire and can benefit from vocational education opportunities irrespective of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin. Vocational education courses and programs shall be conducted to encourage the full development of the interests, aptitudes, skills and capacities of all persons in the preparation for paid and unpaid occupational opportunities that require less than a baccalaureate or advanced degree, and inclusive of the training and retraining of adults.

It shall further be the philosophy of the Montana State Superintendent to adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with applicable federal guidelines and requirements for vocational education and funded to ensure growth and quality programming.

Starting with Part II, this booklet contains criteria for approval of programs in the various service areas and includes minimum requirements. These are designed to ensure that programs will possess vocational characteristics and, further, will contain descriptions of what courses may be considered for approval when designed properly. CAPITALIZED PORTIONS ARE TAKEN FROM RULES PRINTED IN THE ADMINISTRATIVE RULES OF MONTANA AND HAVE THE EFFECT OF LAW. Additional information contained in each section should prove helpful in conducting quality programs.

PART II: GENERAL REQUIREMENTS OF
SECONDARY VOCATIONAL EDUCATION PROGRAMS
(From Administrative Rules of Montana)
(10.44.201)

A. GENERAL REQUIREMENTS

The following requirements, CAPITALIZED IN BOLD PRINT, are common to vocational programs of Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Wage Earning Home Economics. Specific requirements for each area are covered in Part III, as are requirements for Consumer Homemaking and Industrial Arts. Special Needs, Guidance and Counseling, Office of Civil Rights, Cooperative Programs, and Sex Equity in Vocational Education are found in parts IV through VIII.

Approval of secondary vocational education project proposals will be based generally on consideration of evidence that these criteria are met:

1. THE PROGRAM MAY HAVE THE PRIMARY OBJECTIVE OF DEVELOPING SKILLS LEADING TO EMPLOYMENT AS WELL AS ENTRY INTO ADVANCED VOCATIONAL TRAINING.

   Clarification--All programs except consumer home economics and industrial arts must have as a primary objective the development of skills leading to employment as well as advanced vocational training.

   The following further defines "skills leading to employment":

   a. Develop pride in work and a feeling of self-worth.
   b. Learn to respect and get along with people with whom you work and live.
   c. Gain information needed to make job selections.
   d. Develop skills to enter a specific field of work at the entry level, or enter further training for a more advanced level of employment.

2. SPECIFIC OBJECTIVES SHALL BE DEFINED IN TERMS OF SKILLS TO BE DEVELOPED AND RELATED TO A SPECIFIC OCCUPATION BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODE.

   Clarification--The general goals of a secondary system of vocational education may be to provide entry level training in a specific occupation. This is a very broad goal, too broad for the classroom. It applies to the program as a whole. A more specific goal must be developed at the course/classroom level.

   The Classification of Instructional Program code numbers are used to identify the specific goals the course is intended to provide. The specific goals are to be further defined as job competencies completed as part of job performance.

3. THE PROGRAM SHALL BE BASED ON THE VOCATIONAL EDUCATION NEEDS OF STUDENTS IN THE AREA. A NEEDS ASSESSMENT SHALL BE MADE. PROGRAM INFORMATION SHALL BE PROJECTED FOR A FIVE-YEAR PERIOD.

Clarification--Vocational program planning begins with an analysis of the labor needs of business and industry as well as an analysis of student interests and needs. Needs assessment refers to the process of establishing what should be, determining what is, measuring the difference between the two, and reporting the needs.

What should be: is the desired/required behavioral outcome for those on whose behalf the study is being done.

What is: is the current behavior of those being studied.

Need: is the difference identified as a result of comparing what should be with what is.

4. PROGRAMS MUST BE DEVELOPED AND CONDUCTED IN CONSULTATION WITH AN ADVISORY COUNCIL/COMMITTEE. THE COMMITTEE SHALL INCLUDE MEMBERS OF BOTH SEXES FROM BUSINESS, INDUSTRY, AND LABOR. IT SHOULD REPRESENT A CROSS SECTION OF MEN AND WOMEN ACTIVE IN THE OCCUPATION. MINORITIES RESIDING IN THE AREA SERVED BY THE COMMITTEE MUST BE REPRESENTED APPROPRIATELY. STUDENT MEMBERSHIP IS RECOMMENDED.

   Clarification--A listing comprised of the names and addresses of all current advisory committee members should be made available to school, community, and state personnel. In addition, advance notice of committee meetings should be made available for school, community, and state office information. Committee meeting minutes are to be maintained for future reference (documentation) purposes. (See Standards for Advisory Committees: Part II, Section F.)

5. INSTRUCTION SHALL BE BASED ON AN ANALYSIS OF SKILLS AND KNOWLEDGE REQUIRED IN THE OCCUPATION.

   Clarification--The first step in developing instructional objectives when following the job analysis approach is to locate or prepare a job description for the occupational training to be taught. The job description provides a basis for a detailed task analysis.

   The purpose of a task analysis is to determine an adequate definition of the job so that effective instructional objectives and learning activities can be developed. Completed task statements may be obtained from other sources and adopted to your needs, or you can develop your own utilizing employers and supervisors from industry as resources.

6. THE PROGRAM SHALL DEVELOP LEADERSHIP AND CHARACTER THROUGH ACTIVITIES THAT ACCOMMODATE THE TRANSITION FROM SCHOOL TO JOB. VOCATIONAL STUDENT ORGANIZATIONS (FUTURE FARMERS OF AMERICA [FFA], FUTURE HOMEMAKERS OF AMERICA [FHA/HERO], DISTRIBUTIVE EDUCATION CLUBS OF AMERICA [DECA], OFFICE EDUCATION ASSOCIATION [OEA], AND VOCATIONAL INDUSTRIAL CLUBS OF AMERICA [VICA]) ARE RECOGNIZED FOR THIS PURPOSE IN CONJUNCTION WITH VOCATIONAL PROGRAM OFFERINGS.

   Clarification--Leadership and character are among the terms that are used to describe the traits needed by individuals to be successful in jobs and life roles. Every vocational education program shall provide

opportunities for the development of not only the needed skills and knowledge to perform job tasks, but also for the development of proper personal attributes and attitudes. Examples of these traits are:

a. organizational ability
b. communication skills
c. sense of responsibility
d. respect for the dignity of work
e. ability to work as part of a group
f. self-confidence
g. pride in craftsmanship
h. belief in and ability to use the principles of democracy
i. integrity
j. interpersonal skills
k. knowledge of proper work ethics.

Vocational education program objectives need to specifically outline student outcomes dealing with these topics and others that develop leadership and character. Organized instructional activities for meeting the objectives should then be conducted as an integral part of the program.

Vocational student organization activities have proven to be an effective teaching tool in meeting these objectives. In addition, they strengthen and enhance the program in many ways. Marketing/Distributive Education and Vocational Agriculture programs must conduct student organization activities. It is strongly recommended that all programs make use of these activities. Full programs of activities are available through FHA/HERO (Future Homemakers of America/ Home Economics Related Occupations) for home economics programs, OEA (Office Education Association) for business and office education, and VICA (Vocational Industrial Clubs of America) for industrial education and health occupations programs.

7. PROVISION SHALL BE MADE FOR VOCATIONAL GUIDANCE AND SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING.

Clarification--Vocational guidance is the process of assisting individuals to understand their capabilities and interests, to choose a suitable vocation and to prepare for employment, and to make successful progress in employment. Five principal elements are: placement, follow-up, career information, testing, and counseling.

The initiation of aptitude, achievement, career interest, and personality testing will provide information necessary to the counseling process. Students usually will need assistance in effectively understanding the information about themselves resulting from the testing process. A career information resource center is essential to a vocational guidance program and will enhance the career counseling activity. Information should be identified and organized in a manner that provides easy usability for students. A variety of occupational and career materials should be available to provide students exposure to a wide range of opportunity.

8. STUDENTS SHALL BE SELECTED FOR ENROLLMENT ON THE BASIS OF THEIR INTEREST IN THE OCCUPATIONAL AREA AND THEIR ABILITY TO PROFIT FROM THE

INSTRUCTION. PREREQUISITE COURSES MAY BE REQUIRED WHICH PROVIDE STUDENTS WITH INFORMATION AND EXPERIENCE TO MAKE SOUND CHOICES OF OCCUPATIONS AND ADVANCED TRAINING.

Clarification--Where prerequisite courses are required, the prerequisite course must be open and available to all students expressing an interest in the occupational area.

9. INSTRUCTORS SHALL BE OCCUPATIONALLY COMPETENT AND CERTIFIED IN ACCORDANCE WITH THE BOARD OF PUBLIC EDUCATION REQUIREMENTS. (Reference Appendix I)

Endorsement is required for the appropriate vocational education program of assignment.

Clarification--Usually the ideal person for the job is one who has:

a. relevant work experience (in the trade area)
b. the appropriate number of years of work experience
c. attained the minimum amount of education (degree, etc.)
d. completed the preferred major area of study
e. appropriate/required teaching experience (number of years, grade level, subject matter)
f. the appropriate/required certification
g. the desirable/necessary personality characteristics or attributes

In addition, it may be advantageous for the person to provide the following information:

a. philosophy toward the vocational program
b. attitude toward occupational area and instructional programs
c. skill possessed by the candidate
d. assessment of the candidate's strengths and weaknesses.

10. INSTRUCTIONAL EQUIPMENT AND FACILITIES SHALL BE COMPARABLE TO THOSE USED IN THE OCCUPATION; ADEQUATE FOR THE MAINTENANCE OF ACCEPTABLE EDUCATION, HEALTH AND SAFETY STANDARDS; AND CAPABLE OF ACCOMMODATING MALE, FEMALE, AND HANDICAPPED STUDENTS.

Clarification--The time to specify facility, equipment, and supply needs is after the course performance standards, instructional objectives, methods of instruction, and evaluation procedures have been identified. Primary consideration should be given to:

a. the expected number of students to be enrolled (total and per class)
b. the name of the course and program to be offered
c. the instructional methods to be used (classroom, laboratory, on-the-job training, etc.)
d. the equipment and tools that will be used (specify name, quality, number)
e. climate control necessary (window space, ventilation, air conditioning, heating)
f. facility (lighting, access, door size, electricity, washroom, etc.).
g. safety and ease of effective supervision.

11. PROVISIONS SHALL BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS, PROGRAM EVALUATION AND EMPLOYER FOLLOW-UP.

Clarification--The Department of Vocational Education Services encourages each school district to designate a central contact person to provide employment and advanced training information/opportunities to students about prospective employers and institutions. The school representative should make business and industrial contacts outside the school on a regular basis as part of a job development activity. Job development is the process of seeking and identifying potential jobs to be matched with graduates and/or identifying employers who are willing to hire vocational high school graduates (with job skills) as jobs become available within their organizations.

In addition to placement, it is important that the long-term effects of curriculum on the knowledge and performance of graduates be evaluated. School districts can do this by conducting follow-up studies of graduates and their employers. Questions to be answered would include: what are the long-term effects of the curriculum; do the objectives and program content enable students to meet the job demands of the industry; does the mastery of course objectives indicate a likelihood of successful job placement and performance; and how can the curriculum be improved?

The Department of Vocational Education Services has implemented a statewide vocational student follow-up system. Local districts will identify graduates and the state Department of Vocational Education Services will conduct the follow-up (also see Part II, Section E).

12. THE MAXIMUM NUMBER OF STUDENTS PER CLASS SHALL BE DETERMINED BY THE WORK BEING DONE, EQUIPMENT BEING USED, EASE OF SUPERVISION, SAFETY FACTORS, SPACE AND RESOURCES AVAILABLE, AND THE NEED FOR INDIVIDUAL STUDENT INSTRUCTION.

Clarification--The Department of Vocational Education Services, Office of Public Instruction, recognizes the need for class size to be determined by the local agency. The department also recognizes the need for minimum standards to ensure quality vocational opportunities and safe learning environments for secondary students enrolled in vocational programs. Maximum class size requirements should be established allowing for such factors as noted above.

13. PROGRAMS MUST BE PLANNED WITH REGARD FOR HOW THEY WILL RELATE TO OTHER EMPLOYMENT AND TRAINING PROGRAMS CONDUCTED IN THE AREA.

Clarification--Annual and five-year local plans are to reflect the type and amount of coordination taking place between vocational, employment, and training programs. This effort is intended to eliminate as much duplication as possible yet provide adequate vocational training for youth. Specific information may include: the number of students served by sex and race; the number of students completing the program; the number placed in employment or further training; types and numbers of programs offered; number of staff involved; type of facilities available; amount of expenditures.

14. PROVISIONS SHALL BE MADE TO ENSURE EQUAL ACCESS TO ALL PROGRAMS BY FEMALE, MALE, AND HANDICAPPED STUDENTS NOT RESPECTIVE TO RACE, CREED OR NATIONAL ORIGIN; TO REVIEW, EVALUATE AND REPLACE SEX-BIASED LEARNING MATERIALS; TO MAKE FACILITIES AND EQUIPMENT AVAILABLE FOR ALL STUDENTS; TO PROVIDE GUIDANCE AND COUNSELING, ESPECIALLY FOR STUDENTS CHOOSING TO ENTER NONTRADITIONAL OCCUPATIONS; AND TO SEEK JOB PLACEMENT DEPENDENT ON THE STUDENTS' ABILITIES, NEEDS, AND INTERESTS RATHER THAN ON CULTURAL OR SEX STEREOTYPES. APPLICATIONS SHALL DESCRIBE PROCEDURES IN EFFECT OR ONES THAT WILL BE PUT INTO EFFECT TO ENSURE THAT THESE REQUIREMENTS ARE MET.

    Clarification--Local districts are required to submit five-year and annual plans which include policies and procedures that will be followed to assure equal access to vocational education programs for anyone who desires them. Major concerns to be addressed are:

    a. equal access to vocational education programs by males and females
    b. recruitment and enrollment patterns
    c. membership of advisory councils
    d. guidance and counseling services
    e. curriculum materials based upon human needs rather than tradition

15. THE SCHOOL SHALL PARTICIPATE IN THE MONTANA VOCATIONAL EDUCATION INFORMATION SYSTEM BY PROVIDING INFORMATION AS REQUIRED.

    Clarification--In addition to general program information, the Department of Vocational Education Services has implemented a secondary vocational information system. The system requires local districts to identify the graduates to be followed-up as well as their program involvement. The department will conduct the study and maintain a bank of graduate data. Local districts will complete the Student Enrollment Report and the 12th Grade Data Cards.

16. EACH SCHOOL SHALL CONDUCT A YEARLY VOCATIONAL PROGRAM SELF-EVALUATION AND SUBMIT A COPY TO THE OFFICE OF PUBLIC INSTRUCTION. THE SCHOOL SHALL COOPERATE WITH THE OFFICE OF PUBLIC INSTRUCTION IN A THOROUGH EVALUATION WHICH WILL BE CONDUCTED AT LEAST ONCE EVERY FIVE YEARS.

    Clarification--The evaluation process has been developed to provide school districts a means of determining the status and needs of their vocational programs. The process is designed to help accomplish the following objectives:

    a. identification of the strengths which may be used as a basis for continued growth and development
    b. the formulation of plans for improvement, development, and expansion
    c. identification of those parts of the program that warrant specific attention.

Major Goal #1

Determine the management effectiveness of the comprehensive vocational education program.

a. needs assessment (community and student interest)
b. goals/planning (philosophy, goals, and objectives)
c. implementation (administration/management/instructor practices/ vocational guidance services)
d. product (placement, follow-up, occupational information)
e. evaluation (systematic ongoing process at the local level).

Major Goal #2

Determine the effectiveness of the occupational courses in various vocational disciplines (agriculture, business and office, marketing, health occupations, home economics, industrial arts/trades and industry).

Major Goal #3

Determine the effectiveness of the sequence and exploratory levels.

17. LOCAL EDUCATIONAL AGENCIES SHALL USE VOCATIONAL EDUCATION FUNDS TO SUPPLEMENT (ADD TO, ENHANCE) LOCAL FUNDS TO IMPROVE VOCATIONAL PROGRAMS. FUNDS WILL NOT BE APPROVED WHEN IT HAS BEEN DETERMINED THAT SUPPLANTING (REPLACING) OF LOCAL FUNDS WILL OCCUR. A SCHOOL MUST NOT DECREASE THE AMOUNT SPENT IN THE VOCATIONAL PROGRAM FROM ONE YEAR TO THE NEXT, FIGURED EITHER ON AN AGGREGATE OR PER STUDENT BASIS, UNLESS "UNUSUAL CIRCUMSTANCES" EXIST, SUCH AS LARGE EXPENDITURES IN PREVIOUS YEARS FOR EQUIPMENT.

State level vocational education program specialists will review secondary program applications (by program area) to determine if past funding levels have been maintained. Each approved project will submit a certified expenditure report to the Department of Vocational Education Services at the close of the academic year (before July 15). Each program's expenditures will be verified by the state level program specialist. Verified actual expenditures will then be compared with expenditures of previous years to determine if the fiscal effort has been maintained.

18. ACCOUNTING PROCEDURES MUST USE STANDARD SCHOOL ACCOUNTING CODES. A YEARLY CERTIFIED EXPENDITURE REPORT MUST BE SUBMITTED SHOWING THE ACTUAL EXPENDITURE OF FUNDS COMPARED TO THE LAST APPROVED BUDGET. RECORDS WILL BE KEPT LOCALLY FOR AUDITS. THESE RECORDS WILL INCLUDE INVOICES, PURCHASE ORDERS, WARRANT NUMBERS, AND OTHER DOCUMENTS. RECORDS FOR FUNDED PROGRAMS BY SIX-DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODES WILL BE SEPARATED FROM NON-FUNDED PROGRAMS.

The accounting codes should be used for secondary vocational education programs when preparing the certified expenditure report.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized (funds are to be spent in those program areas which generate the funds). In no case should an expenditure or commitment to purchase be made prior to project approval.

19. VOCATIONAL INSTRUCTIONAL PROGRAMS AT THE SECONDARY LEVEL SHALL CONSIST OF SEQUENTIAL COURSES OR A COURSE OFFERING SUCH THAT A MINIMUM OF 360 CLASS PERIODS OF OCCUPATIONAL SKILL AND RELATED INSTRUCTION ARE OFFERED UNDER GENERAL REQUIREMENTS SPECIFIED IN 10.44.201. COURSES AND/OR INSTRUCTIONAL OBJECTIVES MUST INCLUDE A PROGRESSION OF SKILLS AND KNOWLEDGES FROM BASIC TO ADVANCED INCLUDING, WHERE APPROPRIATE, OCCUPATIONAL EXPERIENCE, CO-OP, WORK EXPERIENCE OR OTHER APPROVED ACTUAL OR SIMULATED EXPERIENCES. EXCEPTIONS INCLUDE INDUSTRIAL ARTS AND WAGE EARNING HOME ECONOMICS.

20. ALL INSTRUCTIONAL PERSONNEL MUST BE CERTIFIED IN ACCORDANCE WITH BOARD OF PUBLIC EDUCATION REQUIREMENTS.

The endorsements required for specific subject areas can be found in Appendix II of this publication.

B. SECONDARY VOCATIONAL EDUCATION FORMS DUE DATES CALENDAR

Fiscal Year July 1 to June 30

July 15	Certified Expenditure Reports for previous fiscal year due at Department of Vocational Education Services.
August 20*	Authorization of Vo-Ed Personnel form(s) due at the Department of Vocational Education Services.
October 1	Vocational Program Enrollment Reports due at Department of Vocational Education Services.
November 1	Secondary State Excess Cost Funding to be received at local districts.
January 4**	RFP preapplication abstracts for federal vocational education projects due at the Department of Vocational Education Services.
February 15	Second semester Vocational Program Enrollment Reports due at Department of Vocational Education Services.
April 20	12th grade blue cards (follow-up) due at Department of Vocational Education Services.
March 1	Secondary Vocational Project Proposals due at Department of Vocational Education Services.
March 1**	Full proposals for RFP due at Department of Vocational Education Services.
March 8**	Proposals from RFP abstracts due at the Department of Vocational Education Services.
May 18	Extensions for current year federal projects due at Department of Vocational Education Services.

* Required only when applying for a new program or when new instructional personnel have been added.

** Required only for those districts which are making application for special federally funded projects in response to a Request for Proposal issued by the Office of Public Instruction, Vocational Education Services.

C. SECONDARY VOCATIONAL EDUCATION APPLICATION PROCEDURES

To apply for Secondary Vocational Program Excess Cost Funding, schools must submit to the Superintendent of Public Instruction:

1. Local Plan for Vocational Education (VZ0383)
   Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period (do not write separate narratives for each program area).

2. Proposal for a New Secondary Vocational Education Program (VZ0283)
   Submit for each new secondary vocational education program (agriculture, distributive education, health occupations, consumer homemaking, home economics wage earning, business and office, trades and industries and industrial arts).

3. Proposal for Renewal of a Secondary Vocational Education Program (VZ1083)
   This form may be submitted in lieu of Proposal for Secondary Vocational Education Program (VZ0282) if the program is ongoing (approved for funding the previous year).

4. Secondary Vocational Education Student Enrollment Report (VM0384)
   Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and special condition.

5. Certified Expenditure Report for a Vocational Education Project (VZ0584)
   Report the actual expenditures for the fiscal year for each approved vocational education program. With the completion of this report, a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that adequate records are retained in the district office for audit purposes.

6. Authorization of Vocational Education Personnel (VZ1184)
   Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.

7. Addendum for Cooperative Vocational Education Program (VZ1284)
   Submit for each program utilizing the cooperative training method of instruction.

8. Self-Evaluation for Vocational Education (VZ0484)
   The self-evaluation form is to be completed by designated personnel (i.e., administration, instructors, and advisory committee members) and be inclusive of all approved vocational education and industrial arts programs. This assures the Office of Public Instruction that local program evaluations take place on an annual basis in accordance with the approved program standards.

Schools desiring to participate in the state's excess cost funding for secondary vocational education/industrial arts programs must have operated the program for at least one year on approved status prior to receiving funding.

The previous procedures have been promulgated by the Superintendent of Public Instruction in compliance with Montana statutes and shall be the governing rules for approval and distribution of monies.

D. SECONDARY VOCATIONAL PROGRAM EVALUATION

The Administrative Rules of Montana, 10.41.229 Program Evaluation, state: "EVALUATION SHALL BE AN INTEGRAL PART OF MONTANA'S VOCATIONAL EDUCATION SYSTEM. (1) THE ASSISTANT SUPERINTENDENT FOR VOCATIONAL EDUCATION SERVICES SHALL EVALUATE EACH VOCATIONAL PROGRAM APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION."

In an attempt to comply with the above rule, the Department of Vocational Education Services proposes the following procedures for secondary vocational program evaluation.

The project application and renewal process utilizes a three-year cycle (an annual local plan and two annual renewal plans). In order to be consistent, the program evaluation process will also utilize a three-year cycle. To facilitate this endeavor, the state of Montana has been divided into three regions (western, central and eastern).

One region is targeted for program evaluations each year (1982-83, Western Region; 1983-84, Central Region; and 1984-85, Eastern Region). Program evaluations will consist of either an on-site visitation or a desk audit. Schools which have not received an on-site evaluation within the previous six-year period will be scheduled for an on-site evaluation.

Accountability for the distribution of vocational funds and the desire for additional planning and improvement of local vocational programs require the Department of Vocational Education Services to 1) conduct program evaluation (either a desk audit or on-site visit) or 2) receive an annual self-evaluation from the local district as part of the project application process. All schools in the state with approved vocational projects will be evaluated during each five-year planning cycle.

Project Probation

A secondary vocational project may be placed on probation for:

a. not adhering to specific program standards (10.44.202-210)
b. not adhering to general program standards (10.44.201)
c. non-compliance with Civil Rights and/or sex equity requirements
d. inappropriate expenditures
e. non-compliance with reporting deadlines.

Placing a project on probationary status means a project has not met one or more of the identified criteria. If the project is an ongoing (previously funded) project, the school has a specific period of time to correct the deficiency and meet or exceed the standard. When the condition is corrected and the standard met, the probationary status is removed and the project is approved for future funding.

If the condition is not corrected within the specified time frame (usually one year) and the standard is not met, the project will not be approved for vocational excess cost funding the following year and a payback may be necessary.

E. SECONDARY VOCATIONAL STUDENT FOLLOW-UP INFORMATION

The Administrative Rules of Montana, 10.44.201 General Requirements, Rule Number 11 require that provisions shall be made for job placement, annual follow-up of program completers, program evaluation and employer follow-up. Rule 10.41.120 State Vocational Education Information System requires that institutions offering vocational education programs and/or courses provide information to the assistant superintendent for vocational education services for a state education information system.

In an attempt to comply with the above rules, the Department of Vocational Education Services has implemented a secondary vocational student follow-up and information system. The system provides data relating to placement, student assessment, and employer satisfaction with vocational programs. Employers of former vocational education students are asked to rate several factors relating to technical knowledge and work attitude as "acceptable" or "needs improvement." In a similar manner, former students are asked to provide comments about their schools and programs in order to provide for program improvement.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational system. If a teacher, school, or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Specific Purposes of Student Follow-Up:

1. to determine attitudes toward local schools regarding job training, job placement, preparation for further training, and general satisfaction by former students and employers

2. to develop justification for continuation or modification of existing programs or implementation of new ones

3. to evaluate existing instructional methods and provide an input source for improvement in order to update and maintain relevant vocational training programs.

An annual Vocational Student Follow-Up is required for all vocational offerings and is recommended under Montana School Accreditation Standard 409. One region is designated as the selective sample each year of a three-year cycle.

Student enrollment data will be collected statewide each year as a basis for excess cost funding as well as the follow-up system. Those schools in the designated reporting region will report 12th grade students who are enrolled in a vocational or industrial arts program for follow-up purposes (blue cards).

The names and addresses of the 12th grade enrollees will be retained in the information bank of the office computer. Approximately one year later the 12th grade students and their employers will be asked to complete a follow-up questionnaire generated by the Department of Vocational Education Services.

All data received from graduates and employers will be compiled and stored in the office computer. Local schools will be provided with summaries of data for their school and a summary of regional data. The elements of the follow-up system are: (see appendix for samples)

Vocational Education Student Enrollment Report identifies by name, grade level, and course all students enrolled in an approved vocational class in each school;

Twelfth Grade Data Card identifies by name and address all 12th grade students enrolled in an approved vocational class, by their area of preparation.

Vocational Completer/Leaver Questionnaire provides graduates an opportunity to respond to questions designed for program review and improvement of the vocational program they were enrolled in;

Employer Questionnaire provides employers of program graduates an opportunity to respond to questions designed for program review and improvement based upon the training their employee received in school.

F. STANDARDS FOR LOCAL VOCATIONAL ADVISORY COMMITTEES

1. SCOPE

A vocational advisory committee is a group of persons, the majority of whom are outside the education profession, are representative of the community and are recognized and respected in their fields of work. They advise and assist decision makers on the design and maintenance of sound vocational education programs based on the real needs of the community, region, state, or nation.

Vocational education is charged with supplying the occupational needs of society; consequently, it must be aware of both current and future needs in today's fast-changing industrial world.

The committee's primary function is to assist the educational unit provide education that will be of value to students upon their entry into the world of work.

2. OCCUPATIONS TO BE SERVED

A VOCATIONAL ADVISORY (CRAFT) COMMITTEE MUST BE APPROVED (BY THE SCHOOL BOARD) FOR EVERY VOCATIONAL PROGRAM. This will provide for industry-specific advice and assistance to the vocational teacher.

In schools where there are limited vocational offerings (3 or less) and enrollments, one general advisory committee with members who represent each program area may be utilized. THE PROGRAM ADVISORY COMMITTEE IS REQUIRED TO MEET AT LEAST ONCE PER YEAR AND MINUTES OF ALL MEETINGS MUST BE ON FILE...

3. PURPOSE

a. General Functions. The committee is a mechanism for providing collective advice, recommendations, and service to the educational unit, its students, teachers, administrators, and other constituents.

The purpose and functions include advisement and assistance in the following:

1) annual and long-range vocational planning (projections for courses, enrollments, expenditures, etc.)
2) curriculum content
3) equipment, facilities, and instructional resources
4) student recruitment, placement, and career guidance
5) community public relations
6) community resources (field trips, speakers, etc.)
7) employment and community needs
8) program review and evaluation
9) professional development (teacher updating)
10) youth groups

b. Organization and Content. Operation of both total program committee and individual program (craft) committees includes the following components:

1) Policies and procedures or bylaws should be developed locally. These should include the minimal procedures needed for efficient and effective committee operation.
2) Officers should be lay people elected by the committee from the committee membership. The chairperson should work closely with the school, preside at meetings, appoint subcommittees and represent the committee to other groups. It is recommended that there be a chairperson, vice-chairperson, and secretary. Clerical support should be provided by the local school.
3) Number of meetings should be determined locally, based upon necessity. It is recommended that quarterly meetings be held, and required that a minimum of one meeting per year be held.

4) Agenda should be formulated and distributed to the membership and interested persons prior to the meetings. The agenda is the responsibility of the officers, the administrator responsible for vocational education and the vocational teacher.
5) Minutes should be recorded for each meeting, distributed to the membership, filed in the administrative offices, and made available to the administration and the board.
6) Committee reports should be kept, and the advisory committee should submit a brief annual report to the board stressing recommendations for improving the vocational program. To maintain open communication in advisory committees, representatives should attend Board meetings and vice versa.
7) Committee goals and objectives should be developed by the advisory committee annually and reviewed periodically.

c. Facilities/Equipment/Resources. Offer advice on proper equipment and facilities for vocational programs based on current industrial practices.

d. Student Organizations. Assist with youth group activities.

e. Certification and Qualifications. Membership of the total program advisory committee and individual program (craft) committees will vary in the scope of qualifications and number of people needed. Consideration of membership includes the following:

1) Qualifications--The advisory committee should include lay people from the community who possess expertise and work experience necessary to meet the purpose and to carry out the functions of the committee. Consideration should be given to recent graduates of programs as members as well as a balance of employer and employees in the skill area.
2) Selection--Advisory committee members should be appointed by the board from nominations made by the administration in consultation with the administrator responsible for vocational education and the vocational instructor. A balance of male/female, employer/employee shall be maintained where feasible.
3) Number--The size of the advisory committee must be determined locally. Consideration should be given to the function of the committee, size of vocational program, and size of the community. (The reported average size of overall vocational advisory committees is 7-10. Individual program or craft committee membership tends to be fewer in number, generally 3-5.)
4) Term--A systematic procedure of replacement shall be established at the beginning of the school year. The membership terms should be staggered to allow for new members while retaining a one-third ratio of experienced representatives to help maintain continuity. A three-year membership term is recommended.

f. Length of Service/Period of Service. Advisory committees should provide advice and assistance throughout the school year. Committees may wish to meet prior to school or during the summer to assist in finding job training sites or organizing youth activities, etc.

g. Sex Equity. A balance of male/female membership for committees should be maintained where feasible. An advisory committee program of work should encourage awareness of opportunities in all vocational programs for both sexes.

h. Cooperative Education. Advisory committees can assist in the development of quality training stations in the community for the placement of cooperative education students.

i. Special Needs. Advisory committees can advise and assist in the vocational training and job placement of special needs students.

G. RESOURCES FOR ADVISORY COMMITTEES

1. Slide/tape--"Purposes and Functions of Advisory Committees," prepared by Jeff Dietz, Montana State University, Bozeman, Montana; available on loan basis from Montana Advisory Council for Vocational Education, 1228 11th Avenue, Helena, MT 59620, (406) 449-2964.

2. Vocational Education Advisory Committee Handbook. 1982 revised edition, Montana Advisory Council for Vocational Education. (Call or write for free copy.)

3. Advisory Committees in Action, Cochran & Cochran, 1980 ($16.76), (#2366614).
   Allyn and Bacon Publishers
   Longwood Division
   470 Atlantic Avenue
   Boston, MA 02210

4. Kathryn M. Penrod, Executive Director
   Montana Advisory Council for Vocational Education
   Executive Management Building
   1228 11th Avenue
   Helena, Montana 59620
   Phone: (406) 444-2964

PART III: SPECIFIC REQUIREMENTS OF VOCATIONAL PROGRAMS:
P.L. 94-482, Sections 120 and 150 and
Administrative Rules of Montana*

A. CRITERIA FOR THE APPROVAL OF SECONDARY AGRICULTURE EDUCATION PROJECT APPLICATIONS

1. SCOPE

Vocational education in agriculture/agribusiness/FFA (Vo-Ag) at the secondary level is an instructional program designed for boys and girls in grades 9-12 who wish to develop agricultural occupation competencies and to meet the employment demands for persons with agricultural/agribusiness skills. The major vocational agriculture/agribusiness/FFA program objectives are as follows:

a. to develop agricultural competencies needed by individuals preparing to engage in agricultural production occupations

b. to develop competencies needed by individuals preparing to engage in agricultural business related occupations

c. to develop an awareness of career opportunities for men and women in agriculture/agribusiness and the preparation needed to enter and progress in agricultural occupations

d. to develop those abilities in human relations, leadership, responsibility, citizenship, and cooperation essential in agricultural occupations

e. to develop the ability to secure satisfactory placement (employment, entrepreneurship, or postsecondary training) and progress in agricultural occupations.

2. OCCUPATIONS TO BE SERVED

Vocational agriculture/agribusiness/FFA programs prepare students for entry into the following broad occupational categories. The Classificaton of Instructional Program (CIP) codes for agriculture education programs are:

a. Agricultural Production (01.0301)--Livestock and crop production on family and commercial farms or ranches. (Example 01.0301 occupations: farmer, rancher, hatchery, farm or feedlot worker.)

b. Agricultural Mechanics (01.0201)--Operating, marketing and servicing of agricultural power machinery and related equipment. (Example 01.0201 occupational areas: farm machinery assembly, adjustment, maintenance and repair; farm structures design and construction; farm convenience devices design, construction, maintenance, and repair.)

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

c. Forestry General (03.0401)--Management of trees grown as a crop including protection, logging, utilization of forestry by-products, and recreation. (Example 03.0401 occupational areas: forester, saw mill operator, Christmas tree grower, park employee.)

3. PROGRAM REQUIREMENTS

a. General Requirements

1) Content

The curriculum at the 9th and 10th grade levels should be designed to provide a basic background in agriculture/agribusiness/FFA necessary for in-depth study at the 11th and 12th grades.

In order to ensure a general background at the 9th and 10th grade, it is required that the Two-Year Core Curriculum for Agricultural Education in Montana be followed. A copy may be obtained from the Vocational Agriculture Education Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620.

The following curriculum model portrays the content of the courses at three levels of instruction:

Montana's Curriculum Model for the
High School Vocational Agricultural Program

Two-Year Core Curriculum (Grades 9-10)	Specialized Programs (Grades 11-12)	Post High School Vocational-Technical
Animal Science	Agricultural Production	Agricultural Prod. & Management
Plant & Soil Science	Agricultural Sales & Service (Agribusiness)	Agricultural Business
Agricultural Mechanization	Agricultural Mechanization	Agricultural Mechanization
Leadership Development (FFA)	Forestry	Horticulture
Supervised Occupational Experience Program	Horticulture	Forestry
		Agricultural Products
Careers		

In addition to regular instructional activities, ALL VOCATIONAL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE CLASSES (9-12) ARE REQUIRED TO PLAN AND CONDUCT A SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS UNDER THE DIRECT SUPERVISION OF A VOCATIONAL AGRICULTURE TEACHER.

Supervised occupational experiences should be in line with the student's occupational objective, of high quality and sufficient duration so that at the completion of the program, the student should have the competencies needed for job entry or for more advanced training. This supervised experience can be obtained through entrepreneurship or as an employee on a farm or ranch, ag-related business, and/or laboratory within the school, or utilizing a cooperative approach. If cooperative method is used, refer to Cooperative Education section.

It is recommended that travel funds be provided by the district in addition to the instructor's salary in order that the teacher may supervise and coordinate the occupational experience phase of the program.

2) Scheduling

THE DURATION OF PROGRAMS SHALL BE TWO OR MORE YEARS, WITH FOUR YEARS RECOMMENDED.

During the regular school year, the weekly duration of vocational agriculture courses shall correspond with the Standards for Accreditation of Montana Schools. CLASSES SHALL MEET A MINIMUM OF 250 MINUTES PER WEEK. However, longer blocks of time are encouraged at the 11th and 12th grade levels.

b. Facilities, Equipment and Resources

The local school district is expected to provide and maintain adequate classroom, shop, laboratory, storage, tools, equipment, and teaching aids necessary to enable students to meet their occupational objectives.

In a specialized program additional facilities will be necessary. For example a large greenhouse will be needed for a horticulture program.

Facilities and equipment must meet all current state and federal health and safety regulations.

The equipment should replicate as nearly as possible that found in the occupations for which training is provided.

The following chart may serve as a guide for planning new facilities or assessing the adequacy of existing facilities.

Minimum Square Footage Recommended

Area	1 Teacher	2 Teachers
Office	120	180-240
Classroom	840	840
Classroom Storage	120	60/additional teacher
Shop Storage	320	480
Mechanics Laboratory	3,800	4,200

c. Future Farmers of America (FFA)

FFA MUST BE CONDUCTED AS PART OF THE PROGRAM, SERVING AS AN ACTIVITY. THE TEACHER OF VOCATIONAL AGRICULTURE SHALL SERVE AS AN ADVISOR TO THE LOCAL FFA CHAPTER. ALL PROGRAMS OF SECONDARY VOCATIONAL AGRICULTURE/AGRIBUSINESS MUST MAINTAIN A LOCAL FFA CHAPTER IN GOOD STANDING WITH THE STATE AND NATIONAL FFA ORGANIZATIONS.

d. Teacher Certification and Qualification

INSTRUCTOR(S) OF APPROVED VOCATIONAL AGRICULTURE/AGRIBUSINESS PROGRAMS SHALL HOLD A MONTANA CLASS 1, 2 OR 5 TEACHING CERTIFICATE WITH ENDORSEMENT IN AGRICULTURE (61). FOR INITIAL CERTIFICATION, THE INSTRUCTOR MUST ALSO HAVE ONE YEAR OF AGRICULTURE OCCUPATIONAL EXPERIENCE WITHIN THE LAST FIVE YEARS.

The above requirements are generally satisfied with a bachelor's degree in agriculture education and one year's occupational experience.

Questions concerning certification should be directed to the Division of Certification, Office of Public Instruction, State Capitol, Helena, MT 59620.

e. Length of Vocational Agriculture Program

VOCATIONAL AGRICULTURE/AGRIBUSINESS INSTRUCTORS SHALL BE EMPLOYED FOR A MINIMUM OF 10½ MONTHS. In order to receive state funding as an approved program, the portion of the program conducted during the summer shall allow at least four weeks at the end of the school year and two weeks before the start of the following school year. ALL PORTIONS OF A VOCATIONAL AGRICULTURE PROGRAM MUST BE SUPERVISED BY A CERTIFIED VOCATIONAL AGRICULTURE EDUCATION TEACHER.

Due to the seasonal nature of agriculture/agribusiness it is recognized that many of the related experiences necessary for adequate training of the students occur during the summer months; therefore, the need for an 11- or 12-month program (contract) cannot be overemphasized.

The primary purpose of supervised occupational experience is to develop competencies needed in agricultural occupations. Supervised occupational experience is an integral part of the vocational agriculture instructional program that allows students to become involved in tasks performed by people in agricultural occupations.

Vocational agriculture teachers during extended employment assist students in reaching their educational objectives to:

1) locate training stations which will provide experiences closely related to students' occupational objectives
2) develop training plans and training agreements in cooperation with employers and student's parents
3) make periodic visitations to observe, instruct, and evaluate student progress
4) conduct conferences with prospective students and their parents
5) instruct and supervise students with summer activities such as fairs, judging events, and leadership training
6) supervise FFA meetings and FFA activities
7) assist students with agricultural related independent study
8) meet with local advisory committee to review program activities and curriculum
9) follow-up and assist graduates of the vocational agriculture program.

In order to ensure a high quality occupational experience program for vocational agriculture students, the following procedures are recommended:

1) The instructor should develop a summer plan listing activities planned and the time allotment for each.
2) The instructor should review the summer plan with the school administration and make any necessary adjustments. Leave a copy with the school administrator and submit a copy to the Office of Public Instruction.

3) The instructor should make periodic progress reports to the school administration.
4) A log of the instructor's summer activities may also be beneficial in providing information to the local school board.

f. Student/Teacher Ratio

Maintaining a reasonable student/teacher ratio helps to ensure high quality vocational agriculture instruction. Vocational agriculture students "learn by doing" in laboratory or shop; therefore, a higher than usual teacher level of supervision of student activity is required.

STUDENT/TEACHER RATIO SHALL NOT EXCEED 60 TO 1 WITH A MAXIMUM OF 20 PER CLASS.

g. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

h. Special Needs

Refer to Special Vocational Needs Programs.

B. CRITERIA FOR THE APPROVAL OF SECONDARY BUSINESS AND OFFICE EDUCATION PROGRAMS

1. PURPOSE AND SCOPE

The business and office program is designed to prepare students for entry level employment in office occupations (i.e., secretarial, clerical, receptionist, accounting, and other positions). This field offers challenging and rewarding career opportunities to both men and women.

To be vocationally approved, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

2. OCUPATIONS TO BE SERVED

Classification of Instructional Program codes for business and office education are as follows:

07.0701--Clerical General Office/Related Program, General (Integrated Office Course without Shorthand)
07.0601--Secretarial and Related Programs (Integrated Office Course with Shorthand)

These CIP codes are used to refer to all the courses that lead to the integrated office course and comprise a given business and office program.

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

3. PROGRAM REQUIREMENTS

a. General

Basic business courses are recommended for all business and office programs, although they will not be funded. Such courses are: general or introduction to business courses, business law courses, business communication courses, recordkeeping courses, consumer information and education courses.

Typing I, Beginning Typing and/or Personal Typing courses that are designed to develop personal typing and keyboarding skills are required for program approval but will not be funded. A keyboarding course that is required at a level prior to high school may meet this requirement, depending on the course content and the qualifications of the teacher.

The courses in an approved business and office program must be offered in a sequential manner and be designed to prepare students for employment and/or further education. Courses that will be considered for funding in an approved vocational business and office program are: accounting courses, shorthand courses, typing courses (that go beyond the introductory/personal level), business and/or office machine courses, data processing courses (if the student has a minimum of 15 hours of hands-on experience), the integrated office course (clerical office practice, secretarial office practice, simulated/model office), and cooperative work experience. These courses should be developed with reference to the Montana Business and Office Education Curriculum Guidelines available by contacting the Office of Public Instruction.

To qualify as an approved business and office program, the integrated office course must be offered.

b. Organization and Content

1) Approval of program units for funding will be based on the amount of class time spent in the integrated skills course, the instructor's vocational approval, the use of the advisory committee, a vocational student organization, and other criteria in these guidelines. THE OVERALL BUSINESS PROGRAM MUST INCLUDE A SERIES OF COURSES FROM BASIC TO ADVANCED, WHICH BEGINS WITH SUCH COURSES AS TYPING, ACCOUNTING, SHORTHAND, BASIC BUSINESS AND POSSIBLY BUSINESS MACHINES OR OTHER RELATED COURSES. THIS SERIES MUST LEAD TO THE INTEGRATED SKILLS COURSES OF CLERICAL OFFICE PRACTICE, SECRETARIAL OFFICE PRACTICE, AND SIMULATED/MODEL OFFICE.

2) Brief Course Guidelines

Keyboarding, Beginning Typing, and/or Personal Typing courses which provide the students an opportunity to develop proper techniques in using a conventional keyboard, and to develop personal skills relating to typing tasks, may be approvable. (This type of course is not funded.)

Advanced Typing, Intermediate Typing, Typing II, and/or Typing III courses which are designed to provide the students an opportunity to develop their personal skills into vocational or employable level skills may be approvable.

Accounting courses which prepare students for entry-level employment in the bookkeeping/accounting field and present the bookkeeping cycle in complete form and with subsidiary ledgers, special journals, automated accounting and applications (this entry level may be under direct supervision with limited responsibility) may be approvable.

Shorthand courses that prepare students for employment with an appropriate note taking and transcription skill (this skill should address both speed and accuracy) may be approvable.

Business and/or Office Machines courses which are designed to provide students the opportunity to develop vocational/employable skills on various machines used in business and office related activities may be considered for approval.

Data Processing and Word Processing courses which are designed to prepare students for employment and that allow students a minimum of 15 hours of hands-on time with the equipment may be considered for approval.

3) Instruction in the integrated skills course should include the following units: office functions, records management (electronic and traditional), office management and safety, communications (including listening), basic language arts skills, production typewriting, machine transcription, receptionist, telephone training, mail and messenger service, electronic mail, telecommunications, applied office math, business machines including introduction to reprographics and electronic applications, human relations training, word/information processing concepts and techniques, job search techniques, computer training and literacy, networking and office systems. The integrated skills course and all business and office education courses should be designed to prepare students to meet the changing demands of the business world, especially as it responds to the changing technology.

4) A recommended method of providing practical, realistic work experience is either through cooperative education or a simulated/model office which can offer the student a realistic simulated work experience.

c. Facilities, Equipment

The type and amount of equipment needed by the business and office education department for classroom and laboratory activities varies with the program objectives, size of class and variety of courses offered. The equipment must be representative

of what is being used by industry, and examples of what industry is working toward using should be available. Desks should be arranged in an office layout and equipment should include electronic typewriters, reprographics equipment, transcription equipment, calculators, filing cabinets, tape recorders, word processing equipment, computers, and audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved. Desks and chairs should be adjustable to meet student needs and requirements. The facility and equipment should be arranged to emphasize safety and efficiency.

d. Vocational Student Organization

The vocational business and office student organization, Office Education Association (OEA), gives the student an additional opportunity to explore occupations in depth and to develop his/her fullest potential in citizenship, leadership, character and civic responsibilities. Therefore, OEA is recognized as an integral, functional part of the total vocational business education program. No program should be considered complete without the OEA student organization.

e. Instructor Qualifications

THE INSTRUCTOR SHALL HAVE A BACHELOR'S DEGREE IN BUSINESS AND OFFICE EDUCATION AND SHALL HAVE EARNED A MINIMUM OF FIFTEEN QUARTER CREDITS IN THE AREAS OF PHILOSOPHY OF VOCATIONAL EDUCATION, ADMINISTRATION OF VOCATIONAL EDUCATION, CURRICULUM CONSTRUCTION OF VOCATIONAL EDUCATION COOPERATIVE PRACTICES, AND PROCEDURES/METHODS COURSES IN THE AREA OF CERTIFICATION.

THE INSTRUCTOR SHALL HAVE AT LEAST 2,000 HOURS WORK EXPERIENCE IN THE OCCUPATION OR COMBINATION OF OCCUPATIONS RELATED TO A SPECIFIED FIELD IN WHICH THAT PERSON IS TO TEACH.

f. Class Size

Business and office education program class size should be determined by several factors. Some are:

1) safety
2) facility and space
3) supervision and instruction needs
4) equipment
5) type of work being done
6) supplies, resources, materials, etc.

Vocational business and office education classes should be designed to accommodate a maximum of 20 students.

g. Time

A weekly duration of business and office education courses shall correspond with rule 402.3 of Standards for Accreditation of Montana Schools, which REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES. A TWO-HOUR BLOCK OF TIME FOR THE INTEGRATED SKILLS COURSE IS ENCOURAGED.

h. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education
Refer to Cooperative Vocational Education Programs.

j. Special Needs
Refer to Special Vocational Needs Programs.

C. CRITERIA FOR THE APPROVAL OF SECONDARY MARKETING/DISTRIBUTIVE EDUCATION PROJECT APPLICATIONS

1. SCOPE

Distributive and marketing education is a vocational instructional program designed to meet the needs of persons in grades 10-12 who have entered, or are preparing to enter, a distributive or marketing occupation requiring competencies in marketing, management, and merchandising.

2. OCCUPATIONS TO BE SERVED

The Classification of Instructional Program code for secondary marketing and distributive education programs in Montana is 08.0799--General Marketing, Other.

3. PROGRAM REQUIREMENTS

a. General Requirements refer to general requirements of secondary vocational education programs as per 10.44.201.

b. Organization and Content of Program

1) STUDENTS IN A MARKETING/DISTRIBUTIVE EDUCATION PROGRAM MUST ATTEND SCHOOL FOR A PORTION OF EACH SCHOOL DAY AND MAY BE RELEASED A PORTION FOR COOPERATIVE EDUCATION ON-THE-JOB TRAINING.

2) ALL APPROVED MARKETING/DISTRIBUTIVE EDUCATION PROGRAMS MUST MEET THE VOCATIONAL COOPERATIVE EDUCATION PROGRAM REQUIREMENTS.

3) THE MARKETING/DISTRIBUTIVE EDUCATION STUDENT WILL RECEIVE CREDIT FOR CLASSROOM INSTRUCTION AND CREDIT FOR ON-THE-JOB TRAINING.

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

4) PROGRAMS MAY BE DESIGNED TO PREPARE STUDENTS IN GRADES 10-12 FOR CAREERS IN MARKETING AND DISTRIBUTION OF GOODS.

c. Facilities and Equipment

THE MARKETING/DISTRIBUTIVE EDUCATION CLASSROOM SHALL BE DESIGNED AND EQUIPPED TO FACILITATE THE TEACHING AND PRACTICE OF OCCUPATIONALLY RELEVANT CAPABILITIES AND COMPETENCIES.

d. Vocational Student Organization

1. ACTIVITIES OF THE LOCAL DECA CHAPTER SHALL BE CONDUCTED AS AN INTEGRAL PART OF THE MARKETING/DISTRIBUTIVE EDUCATION PROGRAM.

2. ALL MARKETING/DISTRIBUTIVE EDUCATION PROGRAMS MUST MAINTAIN AND OPERATE A LOCAL DECA CHAPTER IN GOOD STANDING WITH THE STATE AND NATIONAL DECA ORGANIZATION.

e. Teacher Certification and Qualifications

1) A MARKETING/DISTRIBUTIVE EDUCATION TEACHER COORDINATOR MUST HAVE COMPLETED 15 QUARTER CREDITS OF COURSE WORK IN THE AREAS OF PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL-TECHNICAL EDUCATION, CURRICULUM CONSTRUCTION IN VOCATIONAL-TECHNICAL EDUCATION OR JOB ANALYSIS, INSTRUCTIONAL MATERIALS AND DEVICES IN VOCATIONAL-TECHNICAL EDUCATION, TEACHING METHODS--VOCATIONAL-TECHNICAL SUBJECTS, VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT, VOCATIONAL GUIDANCE.

2) INSTRUCTORS SHALL BE OCCUPATIONALLY COMPETENT AND CERTIFIED IN ACCORDANCE WITH THE BOARD OF PUBLIC EDUCATION REQUIREMENTS.

3) INSTRUCTORS SHALL HAVE 2,000 HOURS RECENT WORK EXPERIENCE IN THE OCCUPATION OR COMBINATION OF OCCUPATIONS RELATED TO THE AREA OF MARKETING AND DISTRIBUTION.

f. Class Size

The marketing and distributive education classes should not exceed 30 students.

7. Time Requirements

A MARKETING/DISTRIBUTIVE EDUCATION LABORATORY CLASS SHALL MEET FOR 250 MINUTES PER WEEK AS DEFINED IN THE STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS.

h. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Special Needs

Refer to Special Vocational Needs program requirements.

D. CRITERIA FOR THE APPROVAL OF HEALTH OCCUPATIONS EDUCATION PROJECT APPLICATIONS

1. PURPOSE AND SCOPE

A secondary program shall be designed to provide for continuing education in the supportive services or exploration programs encompassing occupations in the total health care area.

A postsecondary program shall be designed to provide the skills, technical knowledge and related information necessary for successful employment of men and women in the health occupations which provide supportive services to the health professions.

2. OCCUPATIONS TO BE SERVED

The Classification of Instructional Program code for health occupations education programs is:

17.9999 Allied Health

3. PROGRAM REQUIREMENTS

a. General Requirements

A secondary health occupations program may provide training skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learning requisite for the education of supportive health personnel.

An exploratory health occupation program may be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

b. Organization and Content

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, should be offered on at least a semester basis to acquaint students with occupational opportunities within the health care area.

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

c. Facilities, Equipment, and Resources

1) Space
There should be appropriate working stations in each class for each student, with adequate space to work without crowding or interference.

2) Equipment
Adequate equipment should be provided which is of the type students will be using in the actual work situation.

3) Maintenance
All equipment should be maintained in good working condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4) Teaching materials
Teaching materials should be constantly updated to reflect the technological advances within health care and education.

d. Student Organization

Activities of the vocational student organization Vocational Industrial Clubs of America (VICA) are designed for students in health occupations education. The VICA program should be integrated into the total program of instruction in health care fields.

e. Instructor Qualifications

INSTRUCTORS SHALL HOLD A CLASS 4 TEACHING CERTIFICATE ENDORSED IN HEALTH OCCUPATIONS.

f. Class Size

THE MAXIMUM CLASS SIZE SHALL BE 25 STUDENTS FOR EXPLORATORY CLASSES AND 20 STUDENTS IN CLASSES FOR SPECIFIC SKILL TRAINING. NURSE AIDE PROGRAMS INVOLVING SUPERVISED CLINICAL EXPERIENCES SHALL NOT ACCOMMODATE MORE THAN 15 STUDENTS PER CLASS.

g. Time

SECONDARY PROGRAMS SHALL PROVIDE TWO CONSECUTIVE CLASS PERIODS DAILY FOR ONE OR TWO YEARS IF SPECIFIC SKILL TRAINING IS INVOLVED IN THE PROGRAM.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters. These and other short-term courses may be offered to meet identified needs of students, but to be approved must be part of an overall program which includes the class with a two-period block.

h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Refer to Cooperative Vocational Education Programs.

j. Special Needs

Refer to Special Vocational Needs Programs.

E. CRITERIA FOR THE APPROVAL OF SECONDARY TRADE AND INDUSTRIAL EDUCATION PROJECT APPLICATIONS

1. SCOPE

TRADE AND INDUSTRIAL EDUCATION PROGRAMS IN MONTANA SECONDARY SCHOOLS MUST BE DESIGNED TO PREPARE PERSONS IN GRADE 11 AND 12 TO ENTER INTO OCCUPATIONS IN INDUSTRIAL TRADE OR SERVICE. Skill attainment at completion of program provides graduates the minimum competencies for entry level employment in a chosen occupation. However, to advance in the occupation, they should expect to continue training on the job, and/or in supplementary training while employed, or by enrolling in postsecondary vocational education. Secondary programs provide instruction in all aspects of each particular field, but usually not in the same depth as postsecondary programs which enroll students for two or three times as many hours of instruction. Some secondary programs deal with skills and knowledge related to a group of occupations rather than a specific occupation.

Included in instruction are activities to develop manipulative skills, technical knowledge, and related information such as job attitude, safety practices, trade judgment, and personal traits that are needed for successful employment.

2. OCCUPATIONS TO BE SERVED

Trade and industrial education at the secondary level may be offered for the following job titles listed according to Classification of Instructional Program code.

47.0603-- Automotive Body Repair
47.0604-- Automotive Mechanics
46.0201-- Carpentry
47.0101-- Electrical/Electronics Equipment Repair, General
48.0101-- Drafting/General
48.0201-- Graphic and Printing Communications
48.0501-- Precision Metalworking
48.0508-- Welding
47.0606-- Small Engine Repair
48.0909-- Industrial Cooperative Training
09.0701-- Radio/Television Broadcasting

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

3. PROGRAM REQUIREMENTS

a. General Requirements

THE PROGRAM SHALL CONSIST OF A SEQUENCE OF COURSES THAT PROVIDES A MINIMUM OF 540 CLASS PERIODS OF INSTRUCTIONAL ACTIVITIES BEYOND THE INTRODUCTORY LEVEL.

When properly organized, industrial education includes a progression of activities which give students the initial awareness, orientation, and exploration of industry and, finally, specialization and preparation leading to employability.

Industrial education includes both prevocational and vocational programs. Because of individual rates at which students master competencies, a properly designed industrial education program should not be highly structured according to grade level. However, to give direction and lend consistency to the industrial education programs that exist in Montana, trade and industrial programs will only be funded[1] at grades 11 and 12. However, a prerequisite industrial arts program or other prevocational course(s) must precede the trade and industrial program to allow students to explore several skill areas without commitment to a specific vocation. Sufficient counseling and guidance, career information,. and exploration shall be provided all male and female students so that when they enroll in a trade and industrial program they can be considered committed to a chosen career area. Without these important features, programs may become filled with students who will not properly benefit from the training because they do not desire to enter the trade. Others with vocational goals may be denied enrollment as a result.

b. Organization and Content

Secondary trade and industrial programs must be of sufficient duration to provide a realistic attempt to develop the employment skills necessary to enter the occupation at the minimum level described above.

The program usually includes both basic and advanced courses, each offered a full year. Two periods per day for grade 11 and three periods per day for grade 12 are recommended. MINIMUM FOR APPROVAL IS A SEQUENCE OF COURSES THAT PROVIDE 540 CLASS PERIODS OF INSTRUCTIONAL ACTIVITY BEYOND THE INTRODUCTORY LEVEL. A PERIOD MUST MEET TIME REQUIREMENTS OF ACCREDITATION STANDARDS FOR COURSES INVOLVING LAB WORK WHICH MUST MEET 250 MINUTES PER WEEK. SCHOOLS WITH MODULAR SCHEDULES MUST ARRANGE SUITABLE COMBINATIONS TO PROVIDE AN EQUAL AMOUNT OF TIME.

Prior to the two-year trade and industrial program, provision should be made for students to explore a variety of fields so that they are able to make more meaningful choices for advanced training. Contained in the exploratory course(s) should be occupational information and awareness of what will be involved in further study.

1 Certain industrial arts programs may be eligible for funding. See Industrial Arts Criteria.

Programs in trade, industrial, and technical education should be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content of all programs should be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis should be organized into instructional units and written courses of study.

PROGRAM OBJECTIVES ARE TO BE WRITTEN IN A MEASURABLE PERFORMANCE OR BEHAVIORAL MANNER, AND MUST IDENTIFY SPECIFIC STUDENT OUTCOMES AND COMPETENCIES TO BE MASTERED. Individualized instruction should be an integral part of the curriculum.

Content of program should allow flexibility in accordance with an ever-changing industrial society and technological advancements.

A PLANNED APPROACH TO DEVELOPING STUDENTS' PERSONAL ATTRIBUTES THAT LEAD TO JOB SUCCESS MUST BE PART OF THE INSTRUCTION PROGRAM. This can be done by organized instructional units and activities and/or by utilizing VICA programs as an integral part of instruction.

Courses may be offered which are specific to common trades such as building construction, automotive, graphic arts, and welding, or in subjects such as metal working and industrial mechanics, that may be applied to a group of occupations.

c. Facilities, Equipment and Resources

1) Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade as well as sound educational and safety practices. Space requirements for new program facilities shall be designed accordingly. Specific square footage requirements are not listed due to the many variables that affect planning. The following factors need to be considered in designing facilities:

a) number of students to be accommodated
b) equipment provided
c) work stations provided
d) the need for ensuring student and instructor safety
e) the need for providing comfort and sanitation
f) the need for providing adequate storage facilities
g) the need for meeting building safety codes
h) recognized standards of the trade, industrial or technical program being organized
i) the need for accommodating both male and female students and those with special needs

2) Equipment

Provision shall be made:

a) to have equipment available which will be comparable to that used in the occupation or trade being taught
b) to maintain equipment in good, usable condition
c) to have an adequate annual budget for the repair of equipment, for the replacement of equipment which becomes obsolete or worn, and for purchase of new types of equipment needed to keep instruction current.

3) Teaching Materials

Provision shall be made to ensure that an adequate supply of materials is available not only for the manipulative activities, but also for the necessary related technical instruction. These materials include, but are not limited to:

a) consumable pupil supplies
b) consumable teacher supplies
c) programmed instructional materials
d) text and reference books
e) audiovisual and other teaching aids
f) mockups and components.

d. Vocational Industrial Clubs of America (VICA)

1) Rationale

The purpose of the instructional program of trade and industrial education is to give the student necessary occupational skills to enter the labor market. Employers voice concern that these skills must include certain personal traits as well as manipulative skills and knowledge. VICA programs give the student an opportunity to develop full potential in self-development, citizenship, leadership and character. This can be accomplished when the VICA program is conducted as a fully functional, integral part of the vocational education program.

In addition to strengthening the instructional program, involving students in VICA activities helps them strive for personal development. This is accomplished through student initiated civic, educational, professional, and social activities supervised by the trade and industrial instructor and administered by public school officials. VICA activities also foster respect for the dignity of work, promote high standards of trade ethics, workmanship, scholarship, and safety, and develop patriotism through the practice of democracy.

2) Program Standard

Since an actively functioning vocational student organization is a key element of quality, the trade and industrial program should not be considered complete without integration of VICA activities.

e. Teacher Certification and Qualification (see appendix I)

INSTRUCTORS OF SECONDARY TRADE AND INDUSTRIAL EDUCATION MUST MEET A FIVE-YEAR (10,000 HOURS) OBLIGATION WHICH SHOULD ENSURE A STRONG TRADE BACKGROUND. This may be satisfied by sufficient work experience augmented by educational course work or by a combination of work experience and college preparation.

SECONDARY TRADE AND INDUSTRIAL INSTRUCTORS SHALL HAVE COMPLETED RECENT WORK EXPERIENCE DIRECTLY RELATED TO THE OCCUPATIONAL AREA BEING TAUGHT. THE FOLLOWING MINIMUMS APPLY:

A GRADUATE WITH A TEACHING DEGREE IN TRADE AND INDUSTRIAL EDUCATION MUST HAVE ONE YEAR (2,000 HOURS) EXPERIENCE AND HOLD A CLASS 2 CERTIFICATE ENDORSED IN THE APPROPRIATE TRADE AND INDUSTRIAL FIELD (CODE 65).

A NON-DEGREE PERSON OR ONE WITH A DEGREE IN ANOTHER FIELD MUST HAVE FIVE YEARS (10,000 HOURS) EXPERIENCE AND HOLD THE CLASS 4 TEACHING CERTIFICATE.

A person not meeting these requirements may receive credit for other educational and practical experience. This will be evaluated on an individual basis by the Division of Certification, Office of Public Instruction, in cooperation with the specialist for trade and industrial education. In some cases work experience credit may be allowed for successful completion of an approved trade competency exam or other background contributing to trade competency.

TO TEACH IN AN APPROVED TRADE AND INDUSTRIAL EDUCATION PROGRAM, VOCATIONAL EDUCATION PROFESSIONAL COURSE WORK IS REQUIRED WHICH MAY BE EARNED BY COMPLETING 15 QUARTER CREDITS OF COURSE WORK IN THE FOLLOWING SUBJECTS OR PRIOR-APPROVED ALTERNATES:

JOB ANALYSIS/CURRICULUM CONSTRUCTION IN VOCATIONAL EDUCATION
PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL EDUCATION
TEACHING METHODS IN VOCATIONAL EDUCATION (SPECIFIC TO AREA BEING TAUGHT)
INSTRUCTIONAL MATERIALS AND SERVICES
VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT
GUIDANCE

Instructors should be professionally involved in order to keep current with trends in education and industry and further should stress by example the building of high professional ideals in students.

f. Class Size

Determination of maximum class size for trade and industrial programs must consider the following:

1) type of work being done
2) type of equipment being used
3) ease of supervision in the facility
4) safety factors

5) available space
6) need for individual student instruction
7) available resources, supplies, materials, etc.

Listed below are quality standards for class size and the generally accepted maximum allowable class size:

Program	Quality Standard	Generally Accepted Maximums*
Appliance Repair	16	20
Auto Body	15	18
Auto Mechanics	15	18
Carpentry	14	16
Electricity/Electronics	16	20
Drafting (General & Machine)	18	22
Architectural Drafting	15	18
Graphic Arts	16	20
Metal Working	15	18
Welding	15	18
Small Engine Repair	18	20

*Deficiencies in some programs may dictate a smaller class size. Larger classes may be possible where aides or automated teaching systems are used and other factors exist which ensure that the larger number does not hinder the success of the program.

g. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

h. Cooperative Education

To bridge the gap between education and employment, it is recommended that a cooperative training experience culminate the trade and industrial program. Students in the co-op program will receive related classroom instruction in school and spend part of the school day on the job. (Refer to Cooperative Vocational Education Programs.)

i. Special Needs

Refer to Special Vocational Needs Programs.

j. Other Program Recommendations: Extended Contract, Vocational Student Organization Stipend

A contract of ten to twenty working days beyond the regular teaching contract is recommended for the trade and industrial instructor for the purpose of equipment maintenance, curriculum development, shop organization, and other tasks which stem from the diversity of the trades and industrial programs. This work could be done before, after, or during the school year, or any suitable combination thereof. An alternative is to regularly schedule extra free time for these purposes. It is further recommended that VICA advisors be compensated for the additional duties that may result from conducting an active student organization.

F. CRITERIA FOR THE APPROVAL OF SECONDARY WAGE EARNING HOME ECONOMICS EDUCATION PROJECT APPLICATIONS

1. SCOPE

Wage earning home economics programs are designed to prepare individuals for employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills are:

Food Service--employment in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service, and catering.
Child Care Services--employment in a day care center, kindergarten, nursery school, Head Start.
Clothing Services--employment as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker, retail clothing and fabric sales person.
Home and Institutional Services--employment as a hospital aide, homemaker's assistant, motel-hotel aide.

2. OCCUPATIONS TO BE SERVED

Classification by Instructional Program codes applicable to wage earning home economics programs include:

20.0201-- Child Care and Guidance Management and Services
20.0301-- Clothing Apparel, and Textile Management, Production and Service, General
20.0401-- Food Production Management, Production and Service
20.0501-- Home Furnishings, Equipment and Service, General
20.0601-- Institutional and Home Management and Service
20.9999-- Vocational Home Economics Occupational, Other (includes HERO)

3. REQUIREMENTS

a. General Requirements

1) ALL PROGRAMS OF HOME ECONOMICS FOR WAGE EARNING OCCUPATIONS SHALL BE DESIGNED TO MEET THE OBJECTIVE OF PREPARING INDIVIDUALS TO ENTER THE OCCUPATION.

2) CONTENT FOR ALL PROGRAMS SHALL BE DERIVED FROM AN OCCUPATIONAL ANALYSIS which identifies the job opportunities available, function of the job, responsibilities to be assumed by the workers, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation, an understanding of job application, Social Security, unemployment compensation, and other laws affecting employees.

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

Wage earning home economics programs shall be open to any interested students, male or female. No specific courses will be prerequisites, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in clothing construction.

b. Organization and Content

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service, may be offered, or a Home Economics Related Occupation (HERO) course may be offered. Work experience, simulated or real, shall be an integral part of the course of the program.

c. Facilities, Equipment, and Resources

1) Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the wage earning programs. (See Consumer Homemaking section for class size requirements.)
2) Additional equipment and storage will be determined by the needs of the program and number of students to be served.

d. Vocational Student Organization

1) The objective of Future Homemakers of America/HERO (Home Economics Related Occupations) is designed to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.
2) The goals of FHA/HERO are the goals of home economics education made visible through activities. These activities, based on students' interest and community resources, develop leadership, management, decision-making and goal-setting skills.
3) Features of FHA/HERO include the following:
    a) FHA/HERO is a vocational student organization functioning as an integral part of the home economics wage earning education curriculum that operates within the school system.
    b) FHA/HERO provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
    c) FHA/HERO emphasizes personal growth, stressing value clarification and decision making.
    d) FHA/HERO realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
    e) FHA/HERO is the only youth organization with the family as its central focus.
4) Since an active and organized student organization is a quality indicator in a vocational program, the wage earning

home economics program will be considered incomplete without the integration of Future Homemakers of America/HERO.

e. Instructor Certification and Qualifications

THE INSTRUCTOR OF WAGE EARNING PROGRAMS RELATED TO HOME ECONOMICS SHALL HAVE A BACHELOR'S DEGREE IN HOME ECONOMICS EDUCATION PLUS ONE YEAR OF EXPERIENCE IN DIRECTLY RELATED WORK.

f. Class Size (Wage Earning Home Economics Programs)

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

Ideal	Maximum
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section, Part VI.)

g. Time

The minimum weekly duration of home economics wage earning courses shall correspond with Paragraph 402.3 of Standards for Accreditation of Montana Schools. THIS REQUIRES AT LEAST 250 MINUTES PER WEEK OF INSTRUCTION TIME. DEPENDING ON THE ACTIVITIES INTEGRATED INTO THE COURSE, LONGER TIME BLOCKS MAY BE DESIRABLE.

h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Refer to Cooperative Vocational Education Programs.

j. Special Needs

Refer to Special Vocational Needs Programs.

G. CRITERIA FOR THE APPROVAL OF SECONDARY CONSUMER AND HOMEMAKING EDUCATION PROJECT APPLICATIONS

1. SCOPE

Consumer and homemaking education refers to education designed to help male and female students improve home environments and the quality of personal and family life. A quality consumer and homemaking program must provide the opportunity to obtain competencies in each of the following: nutrition, food management, human development, child development, parenting, clothing and textiles, housing and living environments, energy and management of resources with emphasis on selection, use and care of goods, services and other consumer responsibilities.

The program shall be designed to:

a. Encourage greater consideration of the social and cultural conditions and students with special needs, especially in depressed areas.

b. Prepare male and female youth and adults for the occupation of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.

c. Include consumer education as an integral part of all subject areas of home economics.

d. Encourage preparation for professional leadership in home economics.

2. OCCUPATIONS TO BE SERVED

Consumer and homemaking education programs include a variety of courses usually grouped under Classification by Instructional Program code number 20.0101-- Comprehensive Homemaking. Within a program, instruction may specifically relate to the following:

20.0102-- Child Development
20.0103-- Clothing and Textiles
20.0104-- Consumer Education
20.0107-- Family Relations
20.0108-- Food and Nutrition
20.0109-- Home Management
20.0110-- Housing and Home Furnishings
20.0199-- Other Consumer Homemaking

3. REQUIREMENTS

a. General Requirements

Educational programs in consumer homemaking consist of instructional programs, services, and activities for the occupation of homemaker. Classes should be designed based on the needs of the community and its members to meet current societal needs. It is recommended that the Montana Vocational Home Economics Curriculum be used as a guide in defining concepts and suggested learner outcomes appropriate for the program. A copy of this may be obtained from the Office of Public Instruction.

b. Organization and Content

THE DURATION OF A PROGRAM SHALL BE NOT LESS THAN THREE YEARS, IN GRADES 9-12. OPTIONS FOR ORGANIZING A PROGRAM ARE:

1) A TWO-YEAR SEQUENTIAL PROGRAM PLUS A MINIMUM OF TWO SEMESTER COURSES AVAILABLE TO JUNIORS AND/OR SENIORS. NO PREREQUISITES SHALL BE REQUIRED FOR ENROLLMENT IN SEMESTER CLASSES. ONE OR BOTH OF THESE SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS.

2) A ONE-YEAR COMPREHENSIVE COURSE FOLLOWED BY A MINIMUM OF FOUR SEMESTER COURSES COVERING THE BROAD SCOPE OF CONSUMER HOMEMAKING EDUCATION. ONE OR TWO SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS. WHEN A ONE-YEAR COMPREHENSIVE COURSE IS OFFERED IN AN ACCREDITED JUNIOR

HIGH SCHOOL HOME ECONOMICS PROGRAM AT THE 9TH GRADE LEVEL, A MINIMUM OF FOUR SEMESTER COURSES SHALL BE OFFERED FOR GRADES 10, 11, AND 12.

3) A THREE-YEAR SEQUENTIAL PROGRAM--HOMEMAKING I, II AND III.

4) LABORATORY COURSES ARE REQUIRED TO MEET 250 MINUTES PER WEEK.

c. Facilities, Equipment, and Resources

1) There shall be adequate space, equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.

2) The school administrator and home economics instructor should set up a budget annually for the equipment, operation, and maintenance of the consumer and homemaking department.

d. Vocational Student Organization

1) The objective of Future Homemakers of America is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

2) The goals of FHA are the goals of home economics education made visible through activities. These activities, based on students' interests and community resources, develop leadership, management, decision-making and goal-setting skills.

3) Features of FHA include the following:
   a) FHA is a vocational student organization functioning as an integral part of the home economics education curriculum that operates within the school system.
   b) FHA provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
   c) FHA emphasizes personal growth, stressing value clarification and decision making.
   d) FHA realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
   e) FHA has the family as its central focus.

4) Since an active and organized student organization is a quality indicator in a vocational program, the consumer homemaking program should not be considered complete without the integration of Future Homemakers of America.

e. Instructor Certification and Qualifications

The instructor shall have a bachelor's degree with a major in home economics education from a college or university approved for the training of vocational home economics teachers.

Certification in accordance with the Board of Public Education policies is required.

f. Class Size

a) CONSUMER HOMEMAKING

Each Consumer Homemaking lab class, i.e., Foods and Nutrition, Clothing and Textiles, and Child Development, should be limited to 20 and must not exceed 25 students per instructor. Furthermore, the following numbers of students per lab station is stipulated:

	Ideal	Maximum
Per foods lab unit	3	5
Per sewing machine	1	2

Other Consumer Homemaking classes, i.e., Housing, Family Relations, Child Development (without lab) must be limited to 25 students per instructor.

2) HOME ECONOMICS WAGE EARNING PROGRAMS

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

Ideal	Maximum
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section.)

7. Time

1) The weekly duration of home economics courses shall correspond with rule 402.3 of Standards for Accreditation of Montana Schools. THIS REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES.

2) A minimum of five regularly scheduled conference periods during the school week shall be provided for work in relation to program planning, contact with parents, and work with individual students.

h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Not applicable to Consumer Homemaking.

j. Special Needs

Refer to Special Vocational Needs Programs.

H. CRITERIA FOR THE APPROVAL OF PREVOCATIONAL INDUSTRIAL ARTS PROJECT APPLICATIONS

1. SCOPE

Industrial arts programs may be approved for state vocational funding if they fulfill the intent of P.L. 94-482, the Vocational Education Act of 1963 as amended in the Education Amendments of 1976. Federal regulations dealing with industrial arts are outlined as follows in Federal Register, October 3, 1977:

> Industrial arts education programs which may be funded are those industrial arts programs which are designed to meet the purposes of this Act (including the elimination of sex stereotyping) and which: (1) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials, and processes; and (2) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

2. OCCUPATIONS TO BE SERVED

A comprehensive industrial arts program provides students with awareness, orientation, exploration, and prevocational experiences that relate to a wide variety of trade, industrial and technical occupations. The Classification of Instructional Program codes to be used in reference to approved industrial arts programs are:

21.0101-- Occupationally Oriented Industrial Arts
21.0102-21.0199-- Prevocational Industrial Arts
21.0103-- Prevocational Carpentry/Construction
21.0103-- Prevocational Drafting
21.0104-- Prevocational Electricity/Electronics
21.0105-- Prevocational Energy, Power and Transportation
21.0106-- Prevocational Graphic Communications
21.0107-- Prevocational Manufacturing/Materials Processing (includes woods, metals, etc.)
21.0199-- Other, including combined programs

*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

3. GENERAL REQUIREMENTS

To be approved for funding, school districts must meet the following criteria in addition to general vocational education requirements as outlined in Part II of these guidelines.

4. PROGRAM INFORMATION

a. Industrial arts programs are not designed nor intended to duplicate regular vocational education programs nor to prepare students for job entry.

b. The funding pattern for industrial arts will follow the state plan formula for the distribution of funds with an added provision that occupationally oriented industrial arts programs and prevocational industrial arts programs will be funded at one half the rate for trade and industrial programs in the same occupational area.

c. The national Standards for Industrial Arts Programs should be used as the basis for program planning and evaluation. Content should have an emphasis on the technological nature of today's society.

d. Requirements of Eligible Industrial Arts Programs

1) Occupationally Oriented Industrial Arts.

FOR OCCUPATIONALLY-ORIENTED INDUSTRIAL ARTS PROGRAM, THE LEVEL OF INSTRUCTION SHALL BE GRADES 9 AND 10.

EACH OF THE FOUR MAJOR CLUSTERS*--COMMUNICATION, CONSTRUCTION, MATERIALS, AND ENERGY--SHOULD BE INCLUDED IN THE COURSE OF INSTRUCTION. This may be organized in a general shop setting or as a rotation among unit shops.

ACTIVITIES TO PROVIDE STUDENTS WITH KNOWLEDGE OF INDUSTRIAL OCCUPATIONS MUST BE PART OF THE PROGRAM. Included will be instruction relating to a broad range of occupations and exploratory hands-on experiences typical of requirements in some selected jobs. Students shall be familiarized with training requisites, working conditions, wages or salaries, employment outlook, and other relevant information. Pertinent observations of work situations (actual or simulated), familiarization with available advanced training opportunities, utilization of VIEW materials, involvement in mass production and/or enterprise simulations, and high use of resource persons are among the activities to be considered for the program.

A LIBRARY OF RESOURCES PERTAINING TO INDUSTRIAL CAREERS SHALL BE ESTABLISHED AND MAINTAINED FOR STUDENT USE.

* See the Montana Industrial Arts Curriculum Guide.

Program instructor(s) and guidance counselors should work with students to identify and develop individual aptitudes, interests and capabilities.

CLOSE CONTACT WITH THE INDUSTRY MUST BE MAINTAINED TO PROVIDE STUDENTS WITH ADDITIONAL INSIGHT INTO THE OCCUPATIONS RELATED TO THE TRAINING AREA.

An active student organization should be available for industrial arts student participation.

Junior high or middle school courses as well as grade 11 and 12 industrial education programs should correlate with the program being offered.

It is recommended that an instructor with responsibility for the conduct of the program be contracted for an additional 10 days to coordinate development of supplementary materials and activities and to plan curriculum changes needed to implement the program.

EACH INSTRUCTOR SHALL COMPLETE A PRESERVICE OR INSERVICE COURSE OR WORKSHOP DESIGNED TO BUILD INSTRUCTOR COMPETENCE FOR TEACHING IN AN OCCUPATIONALLY ORIENTED INDUSTRIAL ARTS PROGRAM. THIS SHALL BE DONE WITHIN TWO YEARS OF THE START OF THE PROGRAM.

PROFICIENCY STANDARDS, BOTH FOR TECHNICAL SKILLS AND FOR OCCUPATIONAL KNOWLEDGE SHALL BE ESTABLISHED TO IDENTIFY THE SCOPE OF THE INSTRUCTION AND TO BE USED IN STUDENT EVALUATION.

Class size should not exceed 20 students.

2) Prevocational Industrial Arts

COURSES SHALL BE SCHEDULED FOR A MINIMUM OF 180 CLASS PERIODS PER YEAR, WITH 360 PERIODS RECOMMENDED. (Block time [double period] is suggested for best time utilization.) LEVELS OF INSTRUCTION ARE GRADES 11 AND 12.

COURSES SHALL BE DESIGNED TO COVER A SINGLE INDUSTRIAL FIELD OR CLUSTER OF RELATED AREAS.

INSTRUCTOR SHALL CARRY PROPER SECONDARY CERTIFICATION ENDORSED IN INDUSTRIAL ARTS WITH THE NECESSARY COURSE WORK AS OUTLINED IN STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS.

Maximum class size should be as stipulated for a trade and industrial program in the same subject field.

ACTIVITIES TO PROVIDE STUDENTS WITH KNOWLEDGE OF INDUSTRIAL OCCUPATIONS MUST BE PART OF THE PROGRAM. INSTRUCTION RELATED TO A BROAD RANGE OF OCCUPATIONS--WITH EXPLORATORY

HANDS-ON EXPERIENCES TYPICAL OF SOME JOBS--SHALL BE INCLUDED. STUDENTS SHALL BE FAMILIARIZED WITH TRAINING REQUISITES, WORKING CONDITIONS, WAGES OR SALARIES, EMPLOYMENT OUTLOOK, AND OTHER RELATED FACTORS.

A LIBRARY OF RESOURCES PERTAINING TO INDUSTRIAL CAREERS SHALL BE ESTABLISHED AND MAINTAINED FOR STUDENT USE.

It is recommended that instructors be employed for an additional 10 working days to coordinate curriculum development, implement the added occupational awareness phase of the program, and to maintain and organize equipment, facilities, and other resources of the program.

AN ACTIVE ADVISORY COMMITTEE SHALL ASSIST WITH THE PROGRAM.

INSTRUCTORS SHALL COMPLETE A PRESERVICE OR INSERVICE COURSE OR WORKSHOP DESIGNED TO INCREASE COMPETENCY IN CONDUCTING A PREVOCATIONAL INDUSTRIAL ARTS PROGRAM WITHIN TWO YEARS OF THE START OF THE PROGRAM.

Activities of an industrial arts or vocational student organization are recommended to be available to students as an integral part of the program.

PROFICIENCY STANDARDS, BOTH FOR TECHNICAL SKILLS AND FOR OCCUPATIONAL KNOWLEDGE, SHALL BE ESTABLISHED TO IDENTIFY THE SCOPE OF THE INSTRUCTION AND TO BE USED IN STUDENT EVALUATION.

A FOLLOW-UP OF STUDENTS WHO HAVE COMPLETED THE PROGRAM SHALL BE CONDUCTED AND RESULTS USED IN PLANNING AND PROGRAM REVISION.

e. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education

f. Cooperative Education

Refer to Cooperative Vocational Education Programs.

g. Special Needs

Refer to Special Vocational Needs Programs.

PART IV: CRITERIA FOR APPROVAL OF SPECIAL VOCATIONAL NEEDS PROGRAMS (Disadvantaged/Handicapped) P.L. 94-482, Sections 110, 120 and 140

A. SCOPE

Special needs proposals shall address either providing the support services required by a single or a group of disadvantaged or handicapped students enrolled in regular vocational education programs or

the development and implementation of a special vocational program designed to serve the identified needs of a group of handicapped or disadvantaged students. SPECIAL VOCATIONAL PROGRAMS MAY BE DESIGNED TO PROVIDE TRAINING FOR DISADVANTAGED AND HANDICAPPED STUDENTS, BUT WHEN FEASIBLE, SUCH STUDENTS SHOULD BE ENROLLED IN REGULAR PROGRAMS WITH SPECIAL EDUCATIONAL ASSISTANCE PROVIDED.

It is recommended that all disadvantaged students be mainstreamed except for institutional persons, dropouts who refuse to return to regular school environment, and adults with basic literacy problems. A SEPARATE PROGRAM OF INSTRUCTION IS USED EXCLUSIVELY BY DISADVANTAGED OR HANDICAPPED STUDENTS.

The special needs population is defined as follows:

Handicapped:

1. A person who is:
   a. mentally retarded
   b. hard of hearing
   c. deaf
   d. speech impaired
   e. visually handicapped
   f. seriously emotionally disturbed
   g. crippled (orthopaedically impaired) or
   h. other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment.

2. A person who, by reason of the above:
   a. requires special education and related services, and cannot succeed in the regular vocational education program without special educational assistance or
   b. requires a modified vocational educational program.
   c. IEP addresses the purpose of the vocational training.

Disadvantaged:

1. Persons (other than handicapped persons) who:
   a. have academic or economic disadvantages and
   b. require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

2. "Academic disadvantage" for the purposes of this definition of "disadvantaged" means that a person:
   a. lacks reading and writing skills
   b. lacks mathematical skills or
   c. performs below grade level.

3. "Economic disadvantage" for the purposes of this definition of "disadvantaged" means
   a. family is at low or below national poverty level
   b. participant or parent(s) or guardian of the participant is unemployed

c. participant or parent of the participant is recipient of public assistance or
d. participant is institutionalized or under state guardianship. (Federal)

4. "Limited English Speaking" for the purposes of this definition of "disadvantaged" means:

a. individuals who were not born in the United States or whose native language is a language other than English, and
b. individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner under regulations authority by the Bilingual Education Act, Title VII, Elementary and Secondary Education Act of 1965, as amended and by reasons thereof, have difficulty speaking and understanding instruction in the English language.

Secondary students who are enrolled in Chapter I programs or special education classes are qualified participants in special vocational needs programs.

B. OCCUPATIONS TO BE SERVED

Disadvantaged and handicapped students should have ready access to any vocational program which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment and which is suitable to the students' needs, interests, and abilities to benefit from such training.

1. Program areas include:
Agriculture
Business and Office
Cooperative Education
Distributive Education
Health
Home Economics (Consumer/Wage Earning)
Pre-Vocational Industrial Arts
Trade and Industry
Remedial (vocationally oriented)
Exemplary

C. PROGRAM REQUIREMENTS

1. General Requirements

Special needs monies may be expended on programs to provide the prerequisites for success in a regular vocational program. Students who lack communication, reading or math skills may be provided remedial academic programs directed toward successful participation in regular vocational classes. Prevocational or preparatory skills other than academic may be included in programs for special needs students. When a student does not possess the backlog of knowledge of the basic principles of vocational areas, special equipment and materials may be purchased to

ameliorate these vocational deficiencies. In addition to these programs, tutorial services may be funded to heighten the student's chances for success in the regular vocational classroom.

2. Organization and Content of Proposal

Special needs proposals shall address either providing the support services required by a single or group of disadvantaged or handicapped students or the development and implementation of a special vocational program designed to serve a group of student identified needs. The body of the proposal requires the specific identification of the population and the verified problem(s) to be addressed, objectives written in behavioral terms addressing the problems, procedures to be used to obtain the objectives and an evaluation design for the project. Assurances are required that the project will be supported by the LEA, if successful. The requested special needs federal grant monies must be matched with state and local funds on a 50/50 basis.

3. Facilities and Equipment

Facilities must be accessible to the handicapped and equipment modification, if necessary, be made to ensure the safety of the students. Modifications to equipment will facilitate the utilization of the equipment for all students served by the program. If a separate program has been implemented, the facilities should simulate business/industry conditions as closely as possible; and the specific requirements for each vocational program area must be accommodated.

4. Vocational Student Organization

Special needs students should be encouraged to join that vocational student organization which is appropriate to their program area.

5. Instructor Qualifications

Vocational teachers are encouraged to participate in special needs inservice workshops or on-campus extension courses offered by the university system.

Teachers holding a special education endorsement may also qualify as an instructor of a special needs program. The qualifications of the instructors of a program must accompany the project application.

6. Maximum Class Size

Refer to appropriate vocational education program standards.

7. Time

Refer to appropriate vocational education program standards.

8. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

9. Cooperative Vocational Education Program Requirements

Refer to Cooperative Vocational Education Programs.

SPECIAL NEEDS APPLICATION PROCEDURE

Proposals to serve special needs students in vocational education programs are due in the Office of Public Instruction by May 1. These are competitive grant proposals supported by federal funds.

Special needs students are handicapped or disadvantaged individual students who cannot succeed in a regular vocational program without supportive services or who require special programs designed to meet their unique learning needs to acquire entry level skills.

Support services are those services over and above those provided to students in a regular vocational program. Some examples are: scheduling modification, curriculum modification, curriculum development, equipment modification, guidance and counseling services, staff to coordinate work experience or cooperative programs, job placement services, tutorial services and purchase of specialized equipment or curriculum materials.

Special needs proposals shall address either providing the support services required by a single or group of disadvantaged or handicapped students or the development and implementation of a special vocational program designed to serve a group of students' identified needs. To assist applicants in writing an acceptable project application, a Vocational Education Special Needs Project Manual may be requested from the Department of Vocational Education Services, Office of Public Instruction.

The requested special needs federal grant monies must be matched with state and local funds on a 50/50 basis.

Project application may be obtained from:
Special Needs Specialist
Office of Public Instruction
Room 106, State Capitol
Helena, MT 59620
Education hot line: 1-800-332-3402.

*All portions capitalized in bold print areas found under the Special Needs section are derived from the Federal Vocational Education Act and its implementing regulations.

PART V: PROGRAM IMPROVEMENT, P.L. 94-482, SECTION 130

Federal funds available to Montana under Section 130 of P.L. 94-482 in some cases can be applied for by local school districts although other agencies such as teacher training institutions are most often involved.

The categories are:

Section 131--Research
Section 132--Exemplary Programs
Section 133--Curriculum Development
Section 134--Professional Development
Section 135--Vocational Guidance
Section 136--Programs to Overcome Sex Bias

Further information concerning grants for these programs can be found in the 1983-1988 State Plan for Vocational Education. Current information regarding available funds can be obtained from individual program specialists, Division of Vocational Education Services, Office of Public Instruction.

PART VI: CRITERIA FOR THE APPROVAL OF SECONDARY COOPERATIVE EDUCATION PROGRAMS

A. SCOPE

Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability.

B. OCCUPATIONS TO BE SERVED

PROGRAMS AT THE SECONDARY LEVEL MAY SERVE ONE OR SEVERAL OF THE JOB TITLES BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODES IN THE FOLLOWING AREAS:

Agricultural
Office
Distributive
Health
Trades and industry
Wage earning home economics

C. PROGRAM REQUIREMENTS

1. General Requirements refer to general requirements of secondary vocational education programs in Part II of these guidelines.

2. Organization and Content of Program

   a. PROGRAMS MUST PROVIDE STUDENTS WITH ON-THE-JOB EXPERIENCE AND TRAINING ALONG WITH VOCATIONAL CLASSROOM INSTRUCTION RELATED TO THEIR OCCUPATIONAL INTERESTS. A COOPERATIVE ARRANGEMENT AMONG THE SCHOOL, THE EMPLOYER AND THE STUDENT IS THEREFORE NECESSARY. STUDENTS' CLASSROOM AND ON-THE-JOB

ACTIVITIES MUST BE PLANNED AND SUPERVISED BY THE SCHOOL AND THE EMPLOYER TO ENSURE THAT BOTH ACTIVITIES CONTRIBUTE TO THE STUDENTS' EMPLOYABILITY AND TOTAL EDUCATION.

b. A SIGNED TRAINING AGREEMENT MUST BE ENTERED INTO BY THE PARTICIPATING EMPLOYER, EDUCATIONAL AGENCY, PARENT OR LEGAL GUARDIAN AND TRAINEE WITH A COPY OF EACH SUBMITTED TO THE OFFICE OF PUBLIC INSTRUCTION, c/o DISTRIBUTIVE EDUCATION/ COOPERATIVE EDUCATION SPECIALIST.

c. STUDENTS PLACED IN COOPERATIVE TRAINING STATIONS MUST ADHERE TO THE STATE AND FEDERAL LABOR LAWS.

d. STUDENTS ENROLLED IN A COOPERATIVE VOCATIONAL EDUCATION PROGRAM SHALL RECEIVE ACADEMIC CREDIT FOR RELATED CLASSROOM INSTRUCTION AND ON-THE-JOB TRAINING.

e. BEFORE A NEW VOCATIONAL COOPERATIVE EDUCATION PROGRAM IS ESTABLISHED, THE OCCUPATIONAL NEEDS OF THE COMMUNITY MUST BE SURVEYED TO WARRANT THE TRAINING OF STUDENTS IN IDENTIFIED OCCUPATIONAL AREAS.

f. THE HIGH SCHOOL VOCATIONAL COOPERATIVE EDUCATION PROGRAM MUST BE ONE SCHOOL YEAR IN LENGTH.

g. STUDENT ON-THE-JOB TRAINING MUST AVERAGE A MINIMUM OF 12 HOURS PER WEEK.

h. BUDGET ITEMS THAT MAY BE CONSIDERED AS ADDITIONAL COSTS FOR FUNDING PURPOSES ARE NOTED IN 10.44.102(a) through (f).

3. Facilities/Equipment and Resources

TEACHER COORDINATION VISITS TO TRAINING STATIONS SHALL BE MADE AT LEAST ONCE A SEMESTER PER STUDENT FOR EVALUATION AND SUPERVISION.

4. Teacher Certification and Qualifications

a. A COOPERATIVE EDUCATION TEACHER COORDINATOR RESPONSIBLE FOR THE PROGRAM MUST HAVE COMPLETED 15 QUARTER CREDITS OF COURSE WORK IN THE AREAS OF PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL-TECHNICAL EDUCATION, CURRICULUM CONSTRUCTION IN VOCATIONAL-TECHNICAL EDUCATION OR JOB ANALYSIS, INSTRUCTIONAL MATERIALS AND DEVICES IN VOCATIONAL-TECHNICAL EDUCATION, TEACHING METHODS--VOCATIONAL-TECHNICAL SUBJECTS, VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT, VOCATIONAL COOPERATIVE EDUCATION COORDINATING METHODS AND PRACTICES, AND VOCATIONAL GUIDANCE.

b. THE TEACHER COORDINATOR SHALL HOLD A VALID MONTANA TEACHING CERTIFICATE ENDORSED IN THE APPLICABLE VOCATIONAL AREA, AND SHALL HAVE HAD AT LEAST ONE YEAR OF OCCUPATIONAL EXPERIENCE IN A RELATED FIELD.

5. Class Size

SIXTY COOPERATIVE STUDENTS IS THE MAXIMUM PER COORDINATOR.

6. Time

THE COORDINATOR MUST BE PROVIDED WITH COORDINATION TIME OVER AND ABOVE HIS OR HER REGULAR PREPARATION PERIOD(S). A MINIMUM OF ONE HOUR OF COORDINATION TIME PER DAY OR AN EQUIVALENT OF 5 HOURS PER WEEK MUST BE ALLOTTED FOR EVERY 20 COOPERATIVE STUDENTS.

7. Sex Equity Requirements

Federal regulations require that AN EMPLOYER WITH WHOM A CONTRACT IS MADE SHALL BE AN EQUAL OPPORTUNITY EMPLOYER AND SHOULD INTERVIEW AND PLACE MALE AND FEMALE STUDENTS IN WORK EXPERIENCE DEPENDENT ON THEIR INTERESTS AND ABILITIES RATHER THAN CULTURAL SEX-STEREOTYPES. FEMALE AND MALE STUDENT-LEARNERS SHALL BE PAID ON AN "EQUAL PAY FOR EQUAL WORK" BASIS WITHIN THE SAME FIRM. (Also see REQUIREMENTS: Sex Equity in Vocational Education.)

9. Special Needs

Federal regulations require that ECONOMICALLY DISADVANTAGED AND HANDICAPPED STUDENTS WILL BE MAINSTREAMED INTO QUALIFIED COOPERATIVE EDUCATION PROGRAMS. THE TARGETED JOB TAX CREDIT SHALL BE AVAILABLE TO ECONOMICALLY DISADVANTAGED AND HANDICAPPED STUDENTS.

PART VII. VOCATIONAL GUIDANCE SERVICES/MONTANA VIEW

A. SCOPE

Vocational guidance is the process of helping persons to know, to accept, and to respect their own abilities, interests and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

B. OCCUPATIONS TO BE SERVED

Vocational guidance will provide support to and coordinate with the following:

Agriculture Education
Business and Office Education
Distributive Education
Health Occupations Education
Trade and Industrial Education
Wage Earning Home Economics Education
Industrial Arts Education
Special Needs Population

C. PROGRAM REQUIREMENTS

PROVISIONS SHALL BE MADE FOR VOCATIONAL GUIDANCE AND SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 7.)

1. Occupational Information

Guidance services should provide occupation/career choice information to students.

Although there are excellent materials on the market, schools may neither have the personnel nor the funding resources to provide these materials. Two computerized systems being used in some of the schools are the Montana Career Information System (MCIS) and the General Information System (GIS). User fees are charged for these systems.

Montana VIEW (Vital Information for Education and Work) is an occupational information delivery system made accessible at no cost to schools and other publics by the Department of Vocational Education Services of the Office of Public Instruction. This system is an easy-to-read form on microfiche to be used with a microfilm reader. The reader has been designed to be utilized independently by students. These factors make the system attractive to users who have had little prior experience with career information. The VIEW materials are also delivered on hard copy (three ring binders). This delivery mode makes the information accessible to all students even though a microfiche reader is not available.

VIEW materials are provided to all secondary schools, postsecondary institutions and others: i.e., adult education classes, job placement center at the State Prison, probation and parole offices, Social and Rehabilitation Services learning centers and any other educational service requesting the materials.

Employment opportunities are constantly changing which highlights the need for a systematic approach to maintain a current bank of occupational and educational information such as VIEW. The best available labor market data is collected and disseminated to permit students to look across occupational fields to see and compare current supply and demand for areas of personal interest.

The vocational counselor is aware of the critical function that accurate, up-to-date information plays in student decision making and that the incorporation of information about occupations with self-knowledge is of fundamental importance.

2. Career Counseling

Guidance services should provide individual and/or group vocational counseling and make this service an integral part of the vocational education program. Counselors should:

a) Refer to test scores to determine individual strengths and weaknesses.
b) Interpret test scores to individuals so they will understand the results. Emphasize confidentiality of information and help the student build an increasingly positive self-image.
c) Counsel students regarding career goals, vocational planning and occupational choice.
d) Counsel with and follow-up the dropout student in an effort to provide direction toward either further training or entry into the labor market.
e) Provide some group counseling to discuss occupational information, vocational training opportunities and social problems. This will allow for personal interaction with peers and reinforce the career decision making process.

3. Testing

Appropriate assessment inventories (including interest, aptitude, and ability tests) will be used in helping the student select a vocational program area.

Achievement tests used should not be restricted to content of particular courses but rather cover comprehensive and basic knowledge. A number of testing instruments, either for use with pencil and paper or computerized, are available. From experience, guidance counselors have their preference of tests to be used; however, it is important to stay current on all accessible materials in order to update the testing process.

Initiation of aptitude, achievement, career interest inventories and personality testing, beginning at the ninth grade level, will supply pertinent information about students. This information is valuable to the counselor in providing guidance to students in selecting appropriate courses in vocational education programs to accommodate their identified career choices.

PROVISIONS SHALL BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS AND PROGRAM EVALUATION. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 11.)

1. Placement

Placement services are twofold:

a. Educational placement--placing students in programs where they will receive further vocational training.
b. Job placement--placing students directly on the job or in an apprenticeship program. Job placement services should be coordinated with vocational education teachers, school-sponsored work experience and work-study programs. When possible, there should be coordination with the placement activities of the Bureau of Employment Security and other manpower agencies.

The job placement system should include making contacts with local employers regarding employment needs, coordinating job

placement, providing instruction in job-seeking skills, surveying employment needs in the community and providing input for the adjusting of vocational education curriculum to meet identified needs.

2. Follow-Up

The guidance counselor should assist the vocational instructor and/or administrator in conducting formal follow-up studies of vocational education program graduates.

a. Follow-up studies can generate relevant data for the evaluation and improvement of curriculum and related services within an individual school or school district.

b. Data can be used to provide direction and emphasis for guidance and counseling activities.

c. Positive public relations with the total community can be generated through the follow-up system.

A systematic one- and three-year follow-up study of both students and employers to determine effectiveness of vocational programs and employer satisfaction should be conducted. Follow-up studies can provide data relative to how effectively a school is meeting its stated goals while providing accountability of these services. In this respect, it can be used to evaluate programs and services provided for the students.

A statewide follow-up study is being conducted by the Department of Vocational Education Services, Office of Public Instruction, to collect data required for federal reporting. All schools requesting federal and state funding will be requested to participate in this study. The model will be available to all districts as a basis for a local information collecting system.

D. SEX EQUITY AND SPECIAL NEEDS

The guidance process must provide for human equity, not only as it relates to race and sex, but also as it relates to the handicapped, disadvantaged, limited-English speaking students and other students with special needs. Minorities, female students and handicapped persons must have equal access to vocational programs. (See also REQUIREMENTS: Sex Equity in Vocational Education.)

PART VIII. SEX EQUITY IN VOCATIONAL EDUCATION; HUMAN POTENTIAL DEVELOPMENT

A. INTRODUCTION

A major priority within Title II of the Vocational Education Amendments of 1976 is the development of programs to overcome sex discrimination, sex bias and sex stereotyping. This Act complements and

expands upon Title IX of the Educational Amendments of 1972 which prohibits sex discrimination in educational policies, programs and practices.

Title II defines sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex." It is sex discrimination in its various forms which is prohibited by the provisions of the regulations which implement Title IX.

Title II moves beyond Title IX to establish administrative procedures, program priorities, and funding sources for positive efforts to overcome sex bias and sex stereotyping in vocational education. It recognizes that a prohibition against sex discrimination is not sufficient to modify long existing patterns of sex segregation in education and work. It provides legislative support for the initiation of efforts to modify biases and stereotypes which work to maintain these patterns.

B. PROGRAMS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Occupations Education, Trade and Industrial Education, Wage Earning Home Economics Education, Consumer and Homemaking Education, Business and Office Education, Agriculture Education, Prevocational Industrial Arts, Vocational Guidance Services, and Special Vocational Needs.

C. PURPOSE AND SCOPE

To develop and carry out programs of vocational education to overcome sex discrimination, sex bias, and sex steretoyping; thereby furnishing equal educational opportunities in vocational education to persons of both sexes.

D. STATEMENT OF PHILOSOPHY

Vocational educators have a primary responsibility to provide all students with the knowledge and skills needed for successful job entry. Both paid and nonpaid work should be treated as honorable and worthy of respect. No job or job choices should be downgraded or considered incompatible with a person's sex. Both male and female students should be offered more career options based on ability, interest and informed personal choice.

It is the responsibility of vocational educators to provide programs free from sex bias, sex discrimination, and sex stereotyping. It is also their responsibility to emphasize the importance of lifetime occupational planning for both males and females. In our society the need to assume financial responsibility for self and others is not limited to members of one sex.

In a sex bias free instructional environment, it is possible to develop a student's potential to the fullest and ensure his/her placement in a work environment which is financially and psychologically rewarding.

The Human Potential Development Specialist in the Department of Vocational Education Services is charged with developing, administering, and evaluating programs in an effort to eliminate sex bias and sex stereotyping. The specialist evaluates all vocational education programs for sex bias and stereotyping, creates an awareness of programs and activities which seek to reduce sex biases and stereotyping, assists local school districts in improving vocational education opportunities for male and females in nontraditional program areas, monitors employment practices, collects, analyzes and disseminates data on the status of male and female students and employees in state vocational education programs.

E. GUIDELINES

The following guidelines have been developed to assist local school districts in complying with the requirements set forth by Title II of the Education Amendments of 1976, Title IX of the Education Amendments of 1972, the Montana Human Rights Act and other applicable federal and state laws and regulations. These elements will be incorporated into all forms required for local program applications, evaluations and reports.

1. Administration

a. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.
b. Initiate inservice training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
c. Establish and encourage standards governing the use of non-sexist texts, materials, tests and procedures.
d. Establish procedures for describing and communicating to the community that all programs are available to all students irrespective of sex, race, creed, religion, sex, marital status, color, age, physical or mental handicap or national origin.
e. Eliminate conditions which limit students' access to vocational programs.
f. Review corrective actions taken to ensure equal educational opportunity.

2. Local Vocational Advisory Councils

A local advisory council shall have appropriate representation of both sexes including women and men with backgrounds and experiences in employment and training programs who are knowledgeable about the problems of sex and cultural discrimination and stereotyping in job training and employment. A council shall have an appropriate representation of the racial and ethnic minorities found within the program areas, schools, community, or region served.

3. Vocational Education Program

a. All vocational education and related courses/programs must be open to male and female students to ensure equal career options for both sexes.

b. All course descriptions, titles, curriculum and instructional materials shall be designed to ensure that male and female students are treated equally so that sex stereotypes and biases are not perpetuated.
c. Program and course content shall reflect the importance of lifetime occupational planning for both male and female students.
d. Program and course content shall include factual career and employment information free from sex stereotyping and sex bias. This allows students to make occupational decisions based on ability and informed personal interests.
e. Programs shall assure that facilities are available and suitable to accommodate both sexes.

4. Vocational Educators

a. Vocational educators shall review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes.
b. Vocational educators should use resource persons that provide role models of both men and women in all occupational fields.
c. Vocational educators should develop curricular and instructional materials that include up-to-date, bias-free information concerning careers and the changing occupational roles of men and women.
d. Vocational educators should develop an effective informational program to encourage students of one sex to consider enrolling in classes traditionally dominated by the opposite sex and develop procedures for supporting those students so that they can achieve success.
e. Vocational educators should participate in inservice training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

5. Vocational Guidance and Counseling

a. Vocational guidance and counseling should assure that students have access to a full range of occupational fields and vocational education programs to enable all students to consider careers based upon skills, interests, and abilities rather than sex or cultural stereotypes.
b. Vocational guidance and counseling should be sensitive to the effect of personally held stereotypes and biases on the counseling process and be receptive to information and activities that help to eliminate these personal stereotypes and biases when counseling students.

6. Student Organizations

Student organizations must be open to both males and females.

A special effort should be made to assure that both males and females are active in the vocational fields which the organization represents.

7. Cooperative Vocational Education Programs

Cooperative vocational education programs should adopt policies and procedures which assure that students who enter nontraditional areas of employment have equal access to the training opportunities of cooperative education programs.

Provisions must be made to ensure equal access to all programs by all female, male and handicapped students; to review, to evaluate and to replace sex biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.

PART IX: LAWS RELATING TO SEX EQUITY (SELECTIONS)

A. Title IX of the Education Amendments, 1972:

"No person. . .shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education or activity receiving federal financial assistance. . ."

1. General provisions--86.3-86.9

   a. Each school district must evaluate current policies and practices and take steps necessary to end discrimination.
   b. Each school district must adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination.
   c. Each school district must appoint at least one employee to coordinate efforts to comply with Title IX.
   d. All announcements, bulletins, catalogs, and applications must contain a notice of policy for non-discrimination, grievance procedure and name of Title IX coordinator.

2. Treatment of students--86.31-86.42

   a. 86.31--General coverage: Each school district must treat their admitted students without discrimination in courses, extracurricular activities, benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance).
   b. 86.34--General coverage: Courses or other educational activities may not be provided separately on the basis of sex.
   c. 86.36--Counseling: Whenever a school finds that a class has a disproportionate number of students of one sex, it must take necessary actions to assure that sex bias in counseling or testing is not responsible.

d. 86.37--Students' financial aid: A school district may not employ students according to sex, or provide services to any other organization which does so.

B. Title II of the Education Amendments, 1976

1. 104.111: Establishment of local advisory councils: (d) Each school district shall establish local advisory committees which have an appropriate representation of both sexes of the racial and ethnic minorities found in the program areas, schools, communities or region which the council serves.

2. 104.75: Responsibilities of full-time personnel working in sex equity, hired by Department of Vocational Education Services, Office of Public Instruction:

a. create an awareness of programs and activities in vocational education designed to reduce sex bias and stereotyping
b. collect, analyze, and disseminate data on status of women and men students and employees in state vocational education programs and correct problems identified
c. create awareness of the Title IX complaint process
d. review all project applications to assure that sex equity is addressed
e. review all vocational education programs in Montana for sex bias
f. monitor the implementation of laws prohibiting sex discrimination in employment practices relating to vocational education
g. assist school districts in improving vocational education opportunities for women and men
h. review the self-evaluations required by Title IX
i. make information available to designated state and national councils and boards and other interested groups.

C. Montana Human Rights Act, 1974, as amended. Selections from Title 49, Chapter 2 "Illegal Discrimination." (For complete text, see School Laws of Montana, 1983, pp. 672 ff.)

49-2-307. Discrimination in education. It is an unlawful discriminatory practice for an educational institution:

(1) to exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student. . .in terms, conditions, or privileges of the institution because of race, creed, religion, sex, marital status, color, age, physical handicap, or national origin. . .

(3) to print or publish a catalog or (handbook) indicating a limitation, specification, or discrimination based on race, color, creed, sex. . .of an applicant for admission.

49-2-308. Discrimination by the state. It is an unlawful discriminatory practice for the state or any of its political subdivisions:

(1) to refuse, withhold from, or deny to a person any local, state, or federal funds, services, goods, facilities, advantages, or privileges because of race, creed, religion, sex, marital status, color, age, physical or mental handicap, or national origin, unless based on reasonable grounds;

(2) to publish, circulate, issue, display, post, or mail a written or printed communication, notice, or advertisement which states or implies that any local, state, or federal funds, services, goods, facilities, advantages or privileges of the office or agency will be refused, withheld from, or denied to a person of a certain race,. . .religion, sex, marital status. . .or. . .is unwelcome or not desired or solicited. . .

(3) to refuse employment to a person, to bar him from employment, or to discriminate against him in compensation or in a term, condition, or privilege of employment because of his political beliefs. . .

49-2-310. Maternity leave--unlawful acts of employers. It shall be unlawful for an employer or his agent to:

(1) terminate a woman's employment because of her pregnancy;

(2) refuse to grant to the employee a reasonable leave of absence for such pregnancy;

(3) deny to the employee who is disabled as a result of pregnancy any compensation to which she is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by her employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform her employment duties; or

(4) require that an employee take a mandatory maternity leave for an unreasonable length of time.

49-2-311. Reinstatement to job following pregnancy-related leave of absence. Upon signifying her intent to return at the end of her leave of absence, such employee shall be reinstated to her original job or to an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits unless, in the case of a private employer, the employer's circumstances have so changed as to make it impossible or unreasonable to do so.

49-2-403. Specific limits on justification.

(1) Sex, marital status, age, physical or mental handicap, race, creed, religion, color, or national origin may not comprise justification for discrimination unless the nature of the services requires the discrimination for the legally demonstrable purpose of correcting a previous discriminatory practice.

D. Montana Human Rights Act, 1974, as amended. Selections from Title 49, Chapter 3 "Governmental Code of Fair Practices." (For complete text, see School Laws of Montana, 1983, pp. 672 ff.)

49-3-191. Definitions. As used in this chapter, the following definitions apply:

(5) "State or local governmental agency" means. . .

(b) a county, city, town, school district, or other unit of local government and any instrumentality of local government.

49-3-102. What local governmental units affected. Local governmental units affected by this chapter include all political subdivisions of the state, including school districts.

49-3-201. Employment of state and local government personnel.

(1) State and local government officials and supervisory personnel shall recruit, appoint, assign, train, evaluate, and promote personnel on the basis of merit and qualifications without regard to race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin.

(2) All state and local governmental agencies shall:

(a) promulgate written directives to carry out this policy and to guarantee equal employment opportunities at all levels of state and local government;

(b) regularly review their personnel practices to assure compliance; and

(c) conduct continuing orientation and training programs with emphasis on human relations and fair employment practices.

(4) Appointing authorities shall exercise care to insure utilization of minority group persons.

49-3-202. Employment referrals and placement services.

(1) All state and local governmental agencies, including educational institutions, which provide employment referrals or placement services to public or private employers shall accept job orders on a fair practice basis. A job request indicating an intention to exclude a person because of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin shall be rejected.

49-3-203. Educational, counseling, and training programs. All educational, counseling, and vocational guidance programs, and all apprenticeship and on-the-job training programs. . .in which state and local government agencies (school districts) participate must be open to all persons, who must be accepted on the basis of merit and justifications without regard to race. . .creed. . .sex. . .

Such programs must be conducted to encourage the full development of the interests, aptitudes, skills, and capacities of all students, with special attention to the problems of culturally deprived, educationally handicapped or economically disadvantaged persons. Expansion of training opportunities under these programs must be encouraged to involve larger numbers of participants from those segments of the labor force in which the need for expanding levels of skill is greatest.

49-3-205. Governmental services.

(1) All services of every state or local governmental agency must be performed without discrimination based upon race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin.

(2) No state or local facility may be used in the furtherance of any discriminatory practice, nor may a state or local governmental agency become a party to an agreement, arrangement, or plan which has the effect of a party to an agreement, arrangement, or plan which has the effect of sanctioning discriminatory practices.

(3) Each state or local governmental agency shall analyze all of its operations to ascertain possible instances of noncompliance with the policy of this chapter and shall initiate comprehensive programs to remedy any defect found to exist.

49-3-206. Distribution of governmental funds. State agencies may not provide grants, loans, or other financial assistance to public agencies (school districts). . .which engage in discriminatory practices.

49-3-207. Nondiscrimination provision in all public contracts. Every state or local contract or subcontract for construction of public buildings or for other public work or for goods or services shall contain a provision that all hiring must be on the basis of merit and qualifications and a provision that there may be no discrimination on the basis of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin by the persons performing the contract.

PART X: CIVIL RIGHTS REQUIREMENTS FOR ALL VOCATIONAL EDUCATION PROGRAMS AS SET FORTH IN THE OFFICE OF CIVIL RIGHTS GUIDELINES

A. INTRODUCTION

These legal requirements are divided into six thematic parts, based on the overall framework of the federal Vocational Education Guidelines:

1. Access
2. Admissions
3. Guidance and Counseling
4. Equal Opportunity in the Vocational Education Instructional Setting
5. Student Employment Related Services
6. Employment of Faculty and Staff

Each thematic part sets forth the legal requirements pursuant to the regulations issued under Title VI, Title IX and Section 504 of the OCR Guidelines.

During the period 1964-1973, three major civil rights laws were enacted by Congress which directly affect the operation of all secondary vocational education programs. These provisions prohibit discrimination in the operation of vocational education programs on the basis of race, color, and national origin (Title VI and VII of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), and physical or mental handicap (Section 504 of the Rehabilitation Act of 1973).

B. OCCUPATIONS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Occupation Education, Trade and Industry, Wage Earning Home Economics, Consumer Home Economics, Business and Office Education, and Agriculture Occupations.

C. PURPOSE AND SCOPE

To prevent discrimination based upon race, color, national origin, marital status, sex, age, physical or mental handicap in the operation of secondary vocational education.

D. ACCESS (Requirements)

1. Access to existing facilities

A local education agency (LEA) shall operate its vocational program or activity so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This does not require an LEA or postsecondary institution to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

Legal citation
1) OCR Guidelines, Section IV
2) 34 CFR 104, Subpart C

2. Access to new construction

Each new facility or alteration of a facility (constructed or renovated since June 30, 1977) constructed by, on behalf of, or for the use of an LEA shall be designed and constructed so that the facility, or the altered portion of the facility, is readily accessible to and usable by handicapped persons.

Legal citation
1) OCR Guidelines, Section IV
2) 34 CFR 104.23

3. Facility location

a. An LEA shall locate facilities so that they are readily accessible to minority communities and are not identifiable as intended for non-minority or minority students.

b. An LEA may not select or approve of a site for a vocational education facility that excludes, segregates, or otherwise discriminates against students on the basis of race, color, or national origin.

c. An LEA may not adopt or maintain a system of limiting admission to its vocational education program to a fixed number of students from each sending school, program, or curriculum area if the system disproportionately excludes or discriminates against students on the basis of race, sex, color, or national origin.

d. An LEA may not establish, approve of, or maintain geographic or attendance boundaries for a vocational education program which results in discrimination against students on the basis of race, color, or national origin.

Legal citation
1) OCR Guidelines, Section IV
2) 34 CFR 100.3

E. ADMISSIONS (Requirements)

1. Promotional Activities

An LEA may not sponsor, or engage in the development of promotional materials or activities that discriminate against or stereotype persons on the basis of sex, race, national origin, color, or handicap. Promotional activities include, among other things, career days, parents' nights, shop demonstrations, and visitation by groups of prospective students.

Legal citation
1) OCR Guidelines, Section V
2) 34 CFR 104.42
3) 34 CFR 104.4
4) 34 CFR 106.23

2. Recruitment

An LEA may not develop, sponsor, or engage in any recruiting activity, including the development or dissemination of recruiting materials, that discriminates against or stereotypes persons on the basis of sex, race, color, national origin, or handicap.

Legal citation
1) OCR Guidelines, Section V
2) 34 CFR, 104.42
3) 34 CFR 106.23

3. Public notification

   a. Prior to the beginning of each school year or academic semester, an LEA shall issue an appropriate public announcement (e.g., in a local newspaper or its program bulletin) which advises students, parents, employees, and the general public that vocational education opportunities will be offered without regard to sex, race, color, national origin, or handicap.

   b. The public announcement shall contain the name, address, and telephone number of the person designated to coordinate Title IX and Section 504 compliance activities.

   c. If the service area of the LEA contains a community of persons with limited English language skills, then the promotional materials and information, including information on financial assistance, shall be distributed to that community in its native language.

   d. An LEA shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

   Legal citation
   1) OCR Guidelines, Section IV
   2) 34 CFR 104.8
   3) 34 CFR 106.9

4. Admission Practices

   a. An LEA may not use any admission test or other selection criterion for entrance into a vocational education course or program that disproportionately excludes applicants on the basis of sex, race, color, national origin, or handicap, unless the LEA can demonstrate that the test or criterion has been validated as essential for participation in that particular program.

   b. An LEA may not discriminate in its admission practices against persons on the basis of limited English language skills. An LEA shall identify applicants with limited English language skills and assess their ability to participate in vocational education.

   c. An LEA shall ensure that results of admission tests which are administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure. A test which reflects the applicant's impaired sensory, manual or speaking skills may only be used where those skills are the factors that the test purports to measure.

d. Admission tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often and in as timely a manner as are other admission tests. Admission tests for handicapped persons shall be administered in facilities that meet the accessibility requirements described in this instrument.

Legal citation
1) OCR Guidelines, Section IV
2) 34 CFR 100.3
3) 34 CFR 104.42; 34 CFR 104.4; 34 CFR 104.35
4) 34 CFR 106.21

5. Prerequisite admission practices

An LEA may not establish an introductory, preliminary, or exploratory course (e.g., industrial arts or home economics) as a prerequisite for admission unless the course is available without regard to sex, color, race, national origin, or handicap.

Legal citation
1) OCR Guidelines, Sections IV and V
2) 34 CFR 100.3; 34 CFR 104.4; 34 CFR 106, Subpart C

6. Preadmission inquiries

a. An LEA may not inquire into a student's:
1) marital status (e.g., whether such student is "Miss" or "Mrs.")
2) race, color, national origin
3) handicap
prior to accepting the student for admission, unless the school's request is pursuant to either (1) an affirmative action policy, or (2) a request from a federal agency.

b. An LEA may make a preadmission inquiry as to sex of a student for admission, but only if the inquiry is made equally of students of both sexes and if the results of such inquiry are not used in a discriminatory manner.

c. An LEA may ask whether a student has a handicap that may require accommodation only after the student is accepted for admission. The answer to any such question must be treated with confidentiality.

Legal citation
1) 34 CFR 106.21
2) 34 CFR 104.4
3) 34 CFR 100.3

F. GUIDANCE AND COUNSELING

1. General requirement

   a. An LEA may not counsel students to enroll in a particular course or program or measure or predict a student's prospects for success in any course on the basis of the student's sex, race, color, national origin, or handicap.

      Legal citation
      1) OCR Guidelines, Section V
      2) 34 CFR 104.34; 34 CFR 104.43(a)
      3) 34 CFR 106.36

2. Title VI--Guidance

   An LEA serving a student(s) identified as having a primary language other than English shall:

   a. employ a counselor(s) who is (are) able to communicate with students with limited English speaking skills; or

   b. provide an interpreter(s) who is (are) able to communicate with students of limited English speaking skills.

      Legal citation
      OCR Guidelines

3. Guidance

   a. Where the use of a counseling test or other instrument results in a substantially disproportionate number of minorities, handicapped persons, or members of one sex in any particular course of study or classification, the LEA shall take such action as is necessary to assure itself that the disproportionate number is not the result of unlawful discrimination in the instrument or its application.

   b. An LEA which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials are shown to be essential to eliminate sex bias.

      Legal citation
      34 CFR 106.36; 34 CFR 104, Subparts D and E

   c. An LEA shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities.

Legal citation
1) OCR Guidelines, Section V
2) 34 CFR 104.37; 34 CFR 104.43(a)

d. An LEA shall ensure that counselors can communicate effectively with hearing-impaired students. This requirement may be satisfied by having a qualified interpreter available.

Legal citation
1) OCR Guidelines, Section V
2) 34 CFR 104.4
3) 34 CFR 104.34
4) 34 CFR 104.43

G. EQUAL OPPORTUNITY

1. Academic requirements

a. An LEA may not use or adopt academic requirements for participation in or completion of a vocational education program that discriminates on the basis of sex, race, color, national origin, or handicap.

Legal citation
1) OCR Guidelines, Section VI
2) 34 CFR 100.3
3) 34 CFR 104.4; 34 CFR 104.44; 34 CFR 104.33
4) 34 CFR 106.31

2. Integration of handicapped persons and procedural safeguards

a. An LEA shall ensure that each qualified handicapped person it serves is educated with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. This means that an LEA shall place a handicapped person in the regular education environment operated by the LEA or postsecondary institution unless the education of the person in the regular environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

b. An LEA shall establish and implement procedural safeguards relating to the identification, evaluation, and educational placement of handicapped students who need or are believed to need special instruction or related services. The system of procedural safeguards must include (1) notice, (2) an opportunity for the parents or guardian of the student to examine relevant records, and (3) an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel.

Legal citation
1) OCR Guidelines, Section VI
2) 34 CFR 104.36
3) 34 CFR 104.34
4) 34 CFR 104.43(d)

c. Modifying academic requirements for qualified handicapped students

1) To the extent an LEA imposes academic requirements, it shall modify those requirements as necessary to ensure that the requirements do not discriminate on the basis of handicap against a qualified handicapped applicant or students. Academic requirements that the school can demonstrate are essential to a given program of instruction or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include substitution of specific courses required for the completion of graduation or degree requirements, and adaptation of the manner in which specific courses are conducted.

2) An LEA may not impose upon handicapped students rules that limit their participation in the recipient's vocational education program or activity. For example, a school may not prohibit handicapped persons from using tape recorders or guide dogs in classrooms or campus buildings.

Legal citation
1) OCR Guidelines, Section IV
2) 34 CFR 104.44

3. Differential treatment based on parental, family, marital status or pregnancy

a. An LEA may not use or adopt academic requirements which treat students differently on the basis of actual or potential parental, family, or marital status of a student.

b. An LEA may not exclude a woman from participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery therefrom, or treat the pregnancy or childbirth differently from any other temporary disability.

Legal citation
34 CFR 106.21

4. Financial assistance

a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in providing student financial assistance in the form of loans, grants, scholarships, special funds, subsidies or prizes, except as provided below.

b. Financial assistance established by will, trust, bequest, or a similar legal instrument that requires awards to be made to members of a particular sex is permissible provided that the overall effect of the award of such sex-restricted assistance does not discriminate on the basis of sex.

c. Financial assistance established by will, trust, bequest, or similar legal instrument that requires awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap is permissible only if the overall effect of the award of such assistance is not discriminatory on the basis of handicap.

Legal citation
1) OCR Guidelines, Section VI
2) 34 CFR 100.3
3) 34 CFR 104.46
4) 34 CFR 106.37

5. Student housing

a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in making available housing opportunities to students. Separate residential facilities for males and females are permissible as long as the LEA makes comparable facilities available to both sexes.

b. An LEA may not enter into an agreement with an outside vendor or other organization for the provision of on-campus or off-campus housing if the vendor or other organization discriminates on the basis of sex, race, color, national origin, or handicap in making available housing opportunities or fails to make available comparable housing to students without regard to sex or handicap.

Legal citation
1) OCR Guidelines, Section VI
2) 34 CFR 100.3
3) 34 CFR 104.4; 34 CFR 104.45
4) 34 CFR 106.37

6. Comparable facilities

a. All facilities, services, programs, and activities provided to handicapped persons shall be comparable to those which the recipient provides to non-handicapped persons.

b. Changing rooms, showers, and other facilities for students of one sex shall be comparable to those provided to students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities.

Legal citation
1) OCR Guidelines, Section VI
2) 34 CFR 104.22; 34 CFR 104.34(c)
3) 34 CFR 106.33

G. STUDENT EMPLOYMENT RELATED SERVICES

1. Cooperative vocational education, work study, apprenticeship training, and job placement

   a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in placing students in cooperative vocational education, work study, or apprenticeship training programs or in providing other job placement services.

   b. An LEA may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the school's students on the basis of sex, race, color, national origin, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay.

   c. Any written agreement for the referral or assignment of students under a cooperative, work study, or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap.

   Legal citation
   1) OCR Guidelines, Section VII
   2) 34 CFR 100.3
   3) 34 CFR 104.4
   4) 34 CFR 106.31

H. EMPLOYMENT OF FACULTY AND STAFF

1. An LEA may not engage in any employment practice prohibited below if the employment practice tends to result in segregation, exclusion, or other unlawful discrimination against students on the basis of race, color, national origin, sex, or handicap.

2. Where a primary purpose of federal financial assistance to a program is to provide employment, an LEA may not engage in any employment practice prohibited below if the employment practice discriminates against persons on the basis of race, color, national origin, sex, or handicap.

   Legal citation
   1) OCR Guidelines, Section VIII
   2) 34 CFR 100.3
   3) 34 CFR 104.4
   4) 34 CFR 106.31

APPENDIXES

Appendix I	Local Teacher Certification Requirements
Appendix II	Endorsement Requirements for Industrial Arts and Vocational Education
Appendix III	Local Advisory Committee Work Plan
Appendix IV	Forms and Procedures for Secondary Vocational Program Application
Appendix V	Instruments and Instructions for Secondary Vocational Follow-Up System
Appendix VI	Definition of Vocational Education Terms

APPENDIX I

LOCAL TEACHER CERTIFICATION REQUIREMENTS[1]

All secondary teachers must hold teaching certificates endorsed for the subjects being taught. Types of certificates are outlined in Questions and Answers on Certification of Montana Teachers, Administrators, and Specialists, Office of Public Instruction, Twelfth Edition, July 1984. Vocational education teachers must also meet requirements in these policies. In addition, to teach in approved vocational education programs instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

I. Education and Experience

A. Degree teachers qualifying for Class 1, 2 or 5 secondary teaching certificates. (Note: Vocational personnel may require additional course work as required in Part III of these guidelines.)

1. Agriculture Occupations--Bachelor's degree with a secondary level teaching certificate endorsed in agriculture plus one year occupational experience within the last five years.

2. Business and Office Occupations--Bachelor's degree with secondary level teaching certificate endorsed in business education plus one year occupational experience within the last five years.

3. Home Economics, Consumer--Bachelor's degree with a secondary level teaching certificate endorsed in home economics education.

4. Home Economics, Occupational--Bachelor's degree with a secondary level teaching certificate endorsed in home economics plus one year occupational experience within the last five years.

5. Industrial arts--Bachelor's degree with a secondary level teaching certificate endorsed in industrial arts plus one year of occupational experience.

6. Marketing and Distributive Occupations--Bachelor's degree with a secondary level teaching certificate endorsed in distributive education plus one year occupational experience within the last five years.

7. Trades and Industry --Bachelor's degree with a secondary level teaching certificate endorsed in a trade and industrial education area plus one year occupational experience within the last five years.

[1]Questions concerning certification should be directed to the Division of Teacher Education and Certification, Office of Public Instruction.

8. Cooperative Program Coordinator

a) Coordinators shall meet requirements for one of the areas as outlined in 1-8 above or section B below.
b) In addition to other coursework required for certification, coordinators shall have earned three quarter credits in administration of cooperative education and coordinating practices.

B. Teachers without degrees or with degrees in other fields qualifying for Class 4 vocational certification in highly specialized or technological areas. Applies to only health occupations, trades and industry and technical areas. Instructors in health occupations must also meet state or national licensure/certification/ registration.

1. Class 4C
   a. Five years occupational experience in the specific vocational area to be endorsed (refer to III).
   b. High school graduate or GED certificate.

2. Class 4B
   a. Five years occupational experience (refer to III).
   b. Twelfth grade education or equivalent.
   c. 15 quarter (10 semester) credits of college work in general background courses distributed in at least three of the following fields selected by student to strengthen specialized vocational areas: English, social studies, humanities, science, mathematics.
   d. 10 credits or a minimum of 150 clock hours of student teaching. Two years successful teaching experience on a Class 4C certificate may be substituted for the student teaching requirement.
   e. Completion of the following courses or their equivalent:
      Principles or Philosophy of Vocational Education
      Curriculum Construction/Job Analysis in Vocational Education
      Teaching Methods--Vocational Subjects
      Vocational Education Organization and Management
      Vocational Guidance
3. Class 4A
   a. Eligibility for the Class 4B certificate plus a bachelor's degree.

II. Criteria for Evaluating Occupational Experience

A. A resume of occupational experience must be submitted listing dates and estimated total hours of employment, specific duties and tasks performed, names and addresses of immediate supervisors, and other material which serves as evidence of occupational experience applicable to the teaching area.

B. Part-time, self-employed, military, and specialized occupational experience will be evaluated on an individual basis.

C. Each period of work experience must be ten weeks or more of continuous employment with an employer.

D. Graduates of approved vocational-technical programs may receive credit toward the work experience requirements in an amount determined by the Division of Certification and Teacher Education--normally allowing 2,000 hours for each year of the program.

E. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.

F. Successful completion of an approved trade competency exam can substitute for a portion of the work experience requirement.

All persons employed after November 1977 must meet the above minimum standards.

APPENDIX II

ENDORSEMENT REQUIREMENTS FOR INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

All teachers shall hold a valid Montana teaching certificate. Endorsement requirements for specific subject areas are indicated below.

If you are teaching in the following:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Agriculture	Agriculture (61)	
Business English	English (20) or Business Education (70, 71 or 72**)	
Business Law	Business Education (70, 71 or 72**)	
Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72**)	
Business--General	Business Education (70, 71 or 72**)	
Business--Shorthand, Steno	Business Education (70)	
Business--Typing	Business Education (70 or 71)	
Business--Bookkeeping	Business Education (70, 71 or 72**)	
Distributive Education	Distributive Education (64)	
Health Occupations	Class IV Health Occupations	
Home Economics	Home Economics (63)	

Teachers of vocational subjects may be required to have specific courses and work experience in order to qualify for federal reimbursement.

Industrial Arts	Industrial Arts (62)	
Mechanical Drawing or Drafting	Industrial Arts (62)	6 quarter credits in mechanical drawing if endorsed in (62)
	TRADES AND INDUSTRIES	
Auto Body	I.A. (62) or T & I (65-Auto Body) or Class 4-Auto Body	15 quarter credits in auto body if endorsed in (62)
Auto Mechanics	I.A. (62) or T & I (65-Auto Mechanics) or Class 4-Auto Mechanics	15 quarter credits in auto mechanics if endorsed in (62)
Building Trades	I.A. (62) or T & I (65-Building Trades) or Class 4-Building Trades	9 quarter credits in construction if endorsed in (62). Does not include woodworking.
Electronics	I.A. (62) or T & I (65-Electronics) or Class 4-Electronics	15 quarter credits if endorsed in (62)
Graphic Arts	I.A. (62) or Art (83 or 84**) or T & I (65-Graphic Arts) or Class 4-Graphic Arts	6 quarter credits in graphic arts if endorsed in (62), (83 or 84**)
Machine Shop	I.A. (62) or Class 4-Machine Shop	10 quarter credits in machine shop if endorsed in (62)
Mechanical Drawing or Drafting	I.A. (62) or T & I (65-Drafting) or Class 4-Drafting	6 quarter credits in mechanical drawing if endorsed in (62)

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.

Metal Working	I.A. (62) or Class 4-Metals	15 quarter credits in general metals if endorsed in (62)
Power Mechanics (includes energy & transportation)	I.A. (62) or Class 4-Power Mechanics	10 Quarter credits in power mechanics if endorsed in (62)
Small Engines	I.A. (62) or T & I (65-Auto Mechanics)	5 quarter credits in small engines if endorsed in (62)
Welding	I.A. (62) or T & I (65-Welding) or Class 4-Welding	10 quarter credits in welding if endorsed in (62)

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.

APPENDIX III

LOCAL ADVISORY COMMITTEE PLAN OF WORK

School_____

Date_____

Action Plan Development Team:_____Principal

_____Voc. Director

_____Voc. Teacher

_____Advisory Com. Chair

Action Plan Goals	Strategy for Goal Attainment	Measurement of Achievement	Person(s) Responsible	Projected Timeline Initiation—Completion	Priority

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SUMMARY OF PROCEDURES AND FORMS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

To be eligible for vocational education funds, each local educational agency must prepare and present to the Superintendent of Public Instruction a plan for vocational education programs. Please utilize the following forms and guidelines in preparing your applications.

Form No.	Title	Directions
VZ11384	Secondary Vocational Education Forms and Fund Allocation Procedures	A description of the policies and procedures promulgated for HB 618 for secondary vocational education and industrial arts programs and the formula for the allocation of state funds to local education agencies.
VZ10583	Classification of Instructional Program (CIP) Codes & Titles	A listing of the six-digit CIP Codes to be used for approved vocational programs in Montana.
VZ10283	Accounting Codes for Secondary Vocational Education Program	Explanations of budgeting and accounting codes to be used when submitting budgets and expenditure reports in secondary vocational education programs.
VZ0383	Local Plan for Vocational Education	Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period. Do not write separate narratives for each program area.
VZ0283	Proposal for a New Secondary Vocational Education Program	Submit for each new secondary vocational education program. (Agriculture, Business and Office, Health Occupations, Consumer and Homemaking, Wage Earning Home Economics, Industrial Arts, Marketing and Distributive, and Trade and Industrial.)
VZ1084	Proposal for Renewal of a Secondary Vocational Education Program	Submit for each ongoing (previously approved) secondary vocational education program. (Agriculture, Business and Office, Health Occupations, Consumer and Homemaking, Wage Earning Home Economics, Industrial Arts, Marketing and Distributive, and Trade and Industrial.)
VM0384	Secondary Vocational Education Student Enrollment Report	Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and sex.
VZ0584	Certified Expenditure Report for a Vocational Education Project	Report the actual expenditures for the fiscal year for each of the approved vocational education programs. With the completion of this report a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that there are adequate records in the district office for audit purposes.
VZ1183	Authorization of Vocational Education Personnel	Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
VZ1284	Addendum for Cooperative Vocational Education Program	Submit for each cooperative program.
VZ0484	Self-Evaluation for Vocational Education	The self-evaluation form is to be completed by designated personnel (i.e., administrators, instructors, advisory committee members and students) and be inclusive of all approved vocational education and industrial arts programs. This assures the department that local program evaluation takes place on an annual basis in accordance with approved program standards.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	Classification by Instructional Program (CIP) Codes and Titles

AGRICULTURE

01.0201	Agriculture Mechanics, General
01.0301	Agriculture Production, General
03.0401	Forestry Production and Processing, General

BUSINESS AND OFFICE

07.0601	Secretarial and Related Programs, General
07.0701	Typing, General Office and Related Programs, General

HEALTH OCCUPATIONS

17.9999	Allied Health

HOME ECONOMICS

20.0101	Comprehensive Consumer and Homemaking

Wage Earning Home Economics

20.0201	Child Care and Guidance Management and Services, General
20.0301	Clothing, Apparel, and Textiles Management, Production and Services, General
20.0401	Food Production, Management and Services, General
20.9999	Vocational Home Economics, Other

INDUSTRIAL ARTS

21.0101	Occupationally Oriented Industrial Arts
21.0102	Carpentry/Construction
21.0103	Drafting
21.0104	Electricity/Electronics
21.0105	Energy, Power, and Transportation
21.0106	Graphic Communications
21.0107	Manufacturing/Materials Processing (includes metals, woods, plastics, etc.)
21.0199	Other, including combined program

MARKETING AND DISTRIBUTIVE

08.0799	General Marketing, Other

TRADE AND INDUSTRIAL

46.0201	Carpentry
47.0101	Electrical and Electronics Equipment Repair, General
47.0603	Automotive Body Repair
47.0604	Automotive Mechanics
47.0606	Small Engine Repair
48.0101	Drafting, General
48.0201	Graphic and Printing Communications, General
48.0501	Precision Metalwork, General
48.0508	Welding, Brazing and Soldering
48.0999	Industrial Cooperative Training
09.0701	Radio/Television Broadcasting

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

ACCOUNTING CODES FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

This accounting code should be used for secondary vocational education programs in preparation of the estimated budget for vocational education projects and when preparing your Certified Expenditure Report. *Federal Monies*—Miscellaneous Programs Fund 15, *State Monies*—Miscellaneous Programs Fund 15, using the project reporter to differentiate.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. In no case should an expenditure or commitment to purchase be made prior to project approval.

Instruction: Activities dealing directly with supervision of vocational instructional personnel, such as principals and local coordinators of vocational education programs, and with the teaching of students under the definition of the vocational education program.

215-3-10-111 *Principal/Coordinator salaries.* Report applicable portion of the gross salaries of professional vocational supervisory personnel. Principal: prorate using the ratio of instructors to the one administrator responsible for vocational education. Example: 23 instructors in school, 1 full-time ag instructor. Therefore, 1/23 of the administrator's salary is applicable to the vocational agriculture program. Vo-Ed Coordinator: Use ratio of Vo-Ed personnel to the full-time or part-time coordinator.

215-3-10-112 *Instructors' salaries.* Gross salaries of vocational instructional personnel.

a. 9-month salary—Report only the percent of the instructor's salary applicable to the vocational approved portion of the instructor's responsibility.
b. *Extended contract salary—Report any salary paid for vocational responsibilities in addition to the 9-month contract.
c. *Vocational student organization advisory stipend—Report any stipend paid to the vocational instructor for advising a vocational student organization.

215-3-10-115 *Clerical salaries.* Gross salaries of secretarial and clerical personnel for vocational instructional staff (percent applicable).

215-3-10-200 *Benefits.*

215-3-10-320 *Inservice training expenses.* Expenses related to inservice training, such as substitutes for vocational instructors who are away on related inservice training.

215-3-10-320 *Consultant's fees.* Expenses for approved consultant's fees.

215-3-10-350 *Consultant's travel.* Expenses for approved consultant's travel.

215-3-10-440 **Repair, maintenance and leasing.* Repair, maintenance and leasing expenses of instructional equipment.

215-3-10-580 **Instructional travel expenses.* Expenses for approved instructional travel.

215-3-10-610 **Instructional supplies.* Expenditures for all supplies constructively consumed in the teaching-learning process.

215-3-10-660 **Instructional minor new equipment.* Expenses for the purchase of instructional equipment having a unit cost of less than $300.

215-3-10-730 **Instructional major equipment.* Expenses for initial or additional items of equipment having a unit cost of $300 or more.

*Excess cost items

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	Time Saving Tips/Instructions

RENEWAL (ongoing programs previously approved)

Submit *Proposal for Renewal of a Secondary Vocational Education Program* (VZ1084) for each program—**due March 1.**

Submit *Self-Evaluation for Vocational Education* (VZ0484) for each program—**due March 1.** Please remove the staple of the two-page form before completing, retain the yellow copy for your files, and return the white original to this office. (If you had an on-site vocational education evaluation this fiscal year, you may omit this form.)

Submit *Authorization of Vocational Education Personnel* (VZ1183) for vocational education personnel not previously approved—**due two weeks prior to start of program.**

Submit *Addendum for Cooperative Vocational Education Program* (VZ1284) for each cooperative program—**due March 1.**

Submit *Certified Expenditure Report for a Vocational Education Project* (VZ0583) for each program. These forms will be mailed in the spring and are due **July 15.**

NEW programs

Submit *Proposal for a New Secondary Vocational Education Program* (VZ0283) for each program—**due March 1.**

Submit *Local Plan for Vocational Education* (VZ0383)—**due March 1.**

Submit *Authorization of Vocational Education Personnel* (VZ1183) for vocational education personnel not previously approved—**due two weeks prior to start of program.**

Submit *Addendum for Cooperative Vocational Education Program* (VZ1284) for each cooperative program—**due March 1.**

Submit *Certified Expenditure Report for a Vocational Education Project* (VZ0584) for each program. These forms will be mailed in the spring and are due **July 15.**

VZ18784

State of Montana **Office of Public Instruction** **Ed Argenbright, Superintendent** **Helena, MT 59620**	**Secondary Vocational Education Forms and Fund Allocation Procedures**

The following policies and procedures have been promulgated by the Superintendent of Public Instruction:

I. **Policy Statement Concerning Rules for HB618.** The purpose of these rules is to implement HB618, 47th Montana Legislature. In order to fulfill the intent of that act, the Superintendent of Public Instruction and eligible high school districts shall conform to the following rules for allocating, expending and accounting for the monies provided by the legislative appropriation.

II. **Definition of Terms.**

1. "Additional or excess cost items" are as follows:
   a. vocational teacher salaries for extended term contracts in vocational-related activities such as supervision of students in vocational-related activities, cooperative work experience, curriculum or program development and programs that extend beyond the school year;
   b. stipends to vocational teachers for supervision of vocational student groups (DECA, FHA/HERO, FFA, OEA and VICA);
   c. instructional supplies used in an approved program;
   d. instructional equipment used in an approved program;
   e. instructional-related travel expense for an approved program; and
   f. repair, maintenance and leasing of instructional equipment for an approved program.

2. "Approved secondary vocational programs": vocational education persons in high schools (grades 9-12) which have been designated as meeting vocational standards and are programs approved by the Superintendent.

3. "Secondary vocational education": high school programs which are directly related to the preparation of individuals for paid or unpaid employment.

4. "School district": a district organized for the purpose of providing educational services for grades 9 through 12, as defined in 20-6-101, MCA; the term does not include postsecondary vocational education centers.

5. "Superintendent of Public Instruction": this term includes both the Superintendent of Public Instruction and the administrator of the Department of Vocational Education Services of the Office of Public Instruction.

6. "Secondary vocational program": vocational education for persons in high school (span of grades usually beginning with grade 9 and ending with grade 12).

7. "Industrial arts program": those education programs which:
   a. pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, such as experimenting, designing, constructing, evaluating and using tools, machines, materials and processes; and
   b. assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

8. "Cooperative vocational education programs": a program of vocational education for persons who, through written cooperative arrangements between the school, trainee, and employer, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employer so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

III. **Eligibility Requirements for School Districts.** A school district must have operated a secondary vocational education or industrial arts program on an approved basis for the immediately preceding year to be eligible. Each approved program must meet the standards for an approved secondary vocational and industrial arts program.

IV. **Procedures for Applying.** To apply, school districts must submit to the Superintendent of Public Instruction:

1. *A Local Plan for Vocational Education* (Form VZ0383). This is a summary of all vocational programs for five fiscal years. (School districts which have submitted a five-year plan for 1983-87 need not resubmit.)

2. *A Proposal for a new Secondary Vocational Education Program* (Form VZ0283). For each vocational program categorized by a six-digit Classification by Instructional Program (CIP) Code for which the school district is requesting funding, a separate proposal must be submitted.

3. *Authorization of Vocational Education Personnel* (Form VZ1183). Submit for vocational education personnel not previously approved. May be submitted with proposal or two weeks prior to beginning the program.

4. *An Addendum for Each Cooperative Vocational Education Program* (Form VZ1284). For each program utilizing the cooperative method of instruction, a separate addendum must be attached to the proposal for a new Vocational Education Program (Form VZ0283).

5. *A Certified Expenditure Report* (Form VZ0584). All school districts receiving funds for secondary vocational and industrial arts programs must certify the expenditures made by the district for each secondary vocational and industrial arts program.

6. *Self-Evaluation for Vocational Education* (Form VZ0484). The self-evaluation form is to be completed by designated personnel for each approved vocational education/industrial arts program, to assure local program evaluation takes place on an annual basis.

V. **Funding Formula.** The following procedure shall govern the allocation and distribution of vocational education funds:

1. Only programs meeting the eligibility requirements of III above and approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.

2. All approved programs shall be placed into one of five categories according to the cost of the program. The assignment of programs to categories is subject to annual review and adjustment. A list of programs and the assigned categories will be distributed annually to school districts along with program applications (attached). Each category will carry the following weight factor:

Category	Weight
I	.41
II	.28
III	.18
IV	.10
V	.03

3. Industrial Arts programs shall be funded at 50 percent of the assigned category.

4. Funding shall be based upon the average number belonging (ANB) to secondary vocational and industrial arts programs in the year immediately preceding the year for which funding is requested. The ANB shall be computed for each separate secondary vocational and industrial arts program. The following formula shall be used to compute the funding for each program:

$$\text{Program Enrollment} \times \frac{\text{No. Vo-Ed Periods}}{\text{No. Periods in School Day}} \times \text{Vo-Ed Weight Factor} \times \text{Local ANB Value} = \text{State Vo-Ed Funds}$$

The figures derived from this formula will be adjusted to reflect the legislative appropriation.

5. *An Annual Secondary Vocational Education Enrollment Report* (VM0383) shall be submitted for each approved vocational education class to be used in the formula.

VI. **Accounting.** A school district receiving funds from the appropriation shall account for such funds in a the miscellaneous program fund established by 20-9-507, MCA. Different programs within the miscellaneous program fund are kept separate by use of the project reporter codes. These funds shall be expended within the biennium. Funds received for a program must be expended in that program.

VII. **Reporting.** School districts participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction. Funds must be expended only in the "additional or excess cost items" that are identified in II above.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	**PROPOSAL FOR A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and H.B. 618** **DUE: March 1**	OPI Approval Yes ☐ Date No ☐ _____

This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and the state laws of Montana. This proposal is a planning instrument for determining student and employment needs, funding, location of new programs and is the basis for required program evaluation and supervision.

High School District	County	City	Zip	School Name

DIRECTIONS:

This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Five-Year Plan for Vocational Education. **Submit a separate proposal for each occupational title, or related group of titles for each instructional level.** *Submit one copy* to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

I. **Title of Program:** Please use the space below to list the CIP Code(s) and Title(s) *from the listing on* form VZ10583 that best describes your proposed program.

6 Digit Code	Title	The Class Meets		Co-op	
		Mins/Week	Weeks/Year	Yes	No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

II. **Program Information.** Directions: Please describe the purpose and operation of your proposed program using the following outline. Attach the completed description to this proposal.

A. What is the purpose of this program?
☐ Job exploration ☐ Preparation for job entry ☐ Preparation for further occupational training ☐ All

B. Describe content of program:
1. List courses, by sequence, showing grade level and prerequisite where applicable.
2. Provide an outline and learner outcomes for **each class.**
3. What provisions are made for safety instruction?

C. What are student requirements for admission to the program? Physical, age, academic, vocational intent, other?

D. Provide a list of the members of the advisory committee for this program, including name, occupation, home address, and telephone number. Does the committee meet at least once per year? ☐ Yes ☐ No

E. What student organization activities are to be available (FFA, FHA, DECA, OEA, VICA)? Describe how these activities are integrated with the training program.

F. If this program uses the cooperative teaching methods, please complete and attach Form VZ1283 (Addendum for Cooperative Vocational Education Programs).

G. Does this project utilize extended teacher contracts? ☐ Yes ☐ No
If yes, how many weeks in length is the extended contract? _____

H. If the project was on probation last year, how have you corrected the cited items?

III. **Authorization**

The assurances contained in the Local Five-Year Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana.

Signed: _____ Date _____
Program Instructor

Signed: _____ Date _____
Authorized School District Representative

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	**LOCAL FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION** **DUE: March 1**	**OPI USE:** **Approval Date:**_____

The development of the five-year plan at the local level is essential to the Office of Public Instruction, Department of Vocational Education Services, in planning and developing Montana's Annual and Five-Year plans. This information will be used in the planning process to substantiate state funding assistance to Local Educational Agencies (LEA's) through Montana's approved plans as required by Public Law 94-482 and Section 20-7-321 of the School Laws of Montana.

High School District	County	City Zip	School Name

DIRECTIONS:

1. After formal approval by the local board of trustees, the district superintendent should submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.
2. The principal and vocational education staff of each school, under the general direction of the district superintendent and with the input of the local advisory committee should develop this plan for vocational education.

SUMMARY OF THE FIVE-YEAR PLAN Column No. Please check the numbered column, the level and all services and/or activities applying to each instructional program planned.	**LEVEL**		**PROJECTED ACTIVITIES OR SERVICE BY INSTRUCTIONAL PROGRAM**									
	01	02	03	04	05	06	07	08	09	10	11	12
	Secondary Level	Adult Level	Disadvantaged	Handicapped	Cooperative	Support Services	Research	Exemplary and Innovative	Curriculum Development	Vocational Guidance	Personnel Development	Overcome Sex Bias & Sex Stereotyping
INSTRUCTIONAL PROGRAMS												
Agriculture												
Business and Office												
Health Occupations												
Consumer and Homemaking												
Home Economics Wage Earning												
Industrial Arts												
Marketing and Distributive												
Trade and Industrial												
Prevocational (special projects)												
Other												

General Information. Submit one narrative covering ***all*** vocational education areas, using the following outline. Do ***not*** submit a separate narrative for each program area on this form.

I. **Vocational Education Needs**

Describe the vocational education needs "what is" vs. "what should be," how these needs were determined, and the potential students for each vocational program area (i.e., needs assessment, student interest, labor needs, other surveys). Indicate how, and to what extent, the programs will meet these needs during the five-year planning period.

List programs presently offered, including objectives and goals. Also, outline any projected program development and date of implementation.

II. Additional Services

Describe any additional services that you will need to provide students during the five-year period (example: special services for the handicapped or disadvantaged students, assistance for students with limited English-speaking ability, programs to overcome sex bias, special support services for single parents and adults returning to schools, etc.). Are there any needs you anticipate not being able to meet? If so, why?

III. Instructional Changes

Briefly describe any instructional changes you are planning during the five-year period (example: use of cooperative, individualized instruction, simulated teaching methods, live projects).

IV. Program Evaluation

Describe specific methods of evaluation you will employ which will assure that the overall program meets student needs and community/area employment demands. Include labor market demands and evaluations by employers, students, advisory committees, Office of Public Instruction and Northwest Association of Schools and Colleges. How have previous evaluations been used to develop the programs proposed in this five-year plan?

V. Local Advisory Committee

Provide a list of the members of your local vocational education advisory committee(s), including name, occupation, mailing address and telephone number. (Members of the local board of trustees and program instructors shall not serve as voting members on the advisory committee.) Membership of the advisory committee should include representatives of business, industry, labor, education, training, parents, students and minority groups. Advisory committees shall have appropriate representation of both sexes and racial or ethnic minorities found in the geographic areas the committee serves.

VI. Sex Equity

List policies and procedures used to implement the reduction of sex discrimination, sex role stereotyping with regard to 1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional material, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) vocational student organization involvement, 7) facilities and equipment, and 8) nontraditional occupational information. (Describe each element.)

VII. Vocational Guidance

Describe provisions to assure adequate sex-fair vocational guidance, such as procedures for selecting and testing students, placement services, job referral, follow-up, counselor qualifications and/or needs, etc.

VIII. Employment and Training Programs

Describe how the activities proposed in the plan relate to and are coordinated with training programs conducted under the Job Training Partnership Act (JTPA).

IX. Other Vocational Education Programs

Describe the relationship between your vocational educational programs funded under this Act and other programs in the area which are supported by state and local funds (Vocational Rehabilitation, Special Needs, Montana Job Services, etc.).

Assurances

The applicant hereby assures the following in accord with Section 434(b) of the General Education Provisions Act; Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P.L. 94-482); and Section 20-7-321 of Schools Laws of Montana.

A. The local educational agency (LEA) will make an annual report and such other reports to the Superintendent of Public Instruction in such form and containing such information as may be reasonably necessary to enable the Office of Public Instruction to perform its duties, and the LEA will keep such records and afford such access thereto as the Office of Public Instruction may find necessary to assure the correctness and verification of such reports. (Local education agency representation is superintendent, principal, and vocational staff.)

B. A local advisory committee or council composed of representatives of business, industry, labor, education, training, parents, students and minority groups has been and will be involved in the planning, operation and evaluation of the vocational education programs, services and activities described in this plan. The advisory committee has appropriate representation of both sexes and ethnic or racial minorities found in the geographic area the community serves.

C. It shall be the policy of the school that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, or be denied the benefits of any federal or state funded vocational education program or activity, as cited in Montana statutes 49-2-307; 49-3-203; 49-3-260.

D. Federal funds will not be commingled with state or local funds.

1. In programs where federal vocational funds are received, provision has been made for the participation of students enrolled in nonprofit private schools in the area, whose educational needs are of the type which the program involved is to meet.

2. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such federal funds, be made available for vocational education purposes, and in no case supplant such local funds. The aggregate amount or the amount per student to be spent from local funds for vocational education programs, services and activities (maintenance of effort) is equal to 95 percent of the amount spent in the previous fiscal year.

3. Federal funds will not be used for any program of vocational education (except personnel training programs under section renovation program under Subpart 4 of Part B and homemaking programs under Subpart 5 of this part), which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.

E. The information contained in this plan is correct and the programs, services and activities approved will be conducted in accordance with the Guidelines for Vocational Education in Montana and the Montana State Plan for Vocational Education.

Authorization

Signed:_____ Date:_____
Chairperson, Board of Trustees

Signed:_____ Date:_____
District Superintendent

Dissatisfaction with Action

Any eligible recipient dissatisfied with final action of the Superintendent of Public Instruction with respect to any application of funds under this Act shall be given reasonable notice and opportunity for a hearing, upon notification of the superintendent.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	PROPOSAL FOR RENEWAL OF A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and HB 618	OPI Approval Yes ☐ No ☐ Date _____
	DUE: March 1	

This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and laws of the State of Montana.

High School District	County	City	Zip	School Name

DIRECTIONS: This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Five-Year Plan for Vocational Education submitted on form VZ0383. Submit a separate proposal for each occupational program by title. Submit one copy of each to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

I. When was your last Local Five-Year Plan for Vocational Education filed with the Office of Public Instruction?
_____, 19_____
Month

II. Renewal of Project Number_____
Attach any changes or updating that needs to be filed with your project such as: program changes, course content changes, advisory committee changes, vocational student organization activities, sex equity requirements, etc.

III. Title of Program: list the CIP Code(s) and Title(s) from the listing on Form VZ10583 that best describes your program.

Six Digit Code	Title	The Class Meets		Co-op	
		Mins/Week	Weeks/Year	Yes	No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

If cooperative, please attach Form VZ1284.

IV. Attach a list of course titles for the above program.

V. Does this project utilize extended teacher contracts? ☐ Yes ☐ No
If yes, how many weeks in length is the extended contract? _____

VI. Probation Status: If this project was on probation last year, describe how you have corrected the cited items.

VII. If an OPI Vocational Education evaluation was conducted this year, have you responded in writing to the recommendations? ☐ Yes ☐ No
If no, attach a copy of your written response.

VIII. **AUTHORIZATION**

The assurances contained in the Local Five-Year Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ16084).

Signed:_____ Date_____
Program Instructor

Signed:_____ Date_____
Authorized School District Representative

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	CERTIFIED EXPENDITURE REPORT FOR A VOCATIONAL EDUCATION PROJECT FY 84	FY	County	Legal Entity
	Due: July 15	Assigned Project No.		

Program Area: (check one)

- ☐ Agriculture
- ☐ Business and Office
- ☐ Consumer Homemaking
- ☐ Health Occupations
- ☐ Home Economics Wage Earning
- ☐ Industrial Arts
- ☐ Marketing and Distributive
- ☐ Trade and Industrial

District No.	County	City	Zip Code	School

INSTRUCTIONS:

The following are instructions for certifying expenditures for approved vocational education project expenditures under provisions of the Education Amendments of 1976 (Public Law 94-482) and laws of the State of Montana.

1. The district superintendent or administrative officer should submit original of this form to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620. Retain one copy for your files.
2. Submit a separate expenditure report for each project; be sure that each has a Project Number.
3. Follow Accounting Codes for Vocational Education Programs (VZ10284) in preparing this expenditure report.
4. The fiscal year is July 1 to June 30.
5. *Attach school class schedule for each project (program).*

This expenditure report consists of three parts: Part I—Project Expenditure Report; Part II—Unusual Circumstances for not Maintaining Fiscal Effort; and Part III—List of Major Instructional Equipment Purchased.

Part I—Project Expenditure Report:

Total project costs: Report **all** expenditures for the project, including state and federal funds in Miscellaneous Fund 15. Individual projects are to be tracked using the project reporting codes.
Total excess costs: The total excess costs should equal or exceed the state monies generated for each program (project).

Part II—Unusual Circumstances for not Maintaining Fiscal Effort:

To receive federal monies for any vocational program, a school must maintain fiscal effort. If, because of unusual circumstance you did not maintain the effort, please provide an explanation; for example, replaced a teacher with one at a lower salary.

Part III—List of Major Instructional Equipment Purchases:

List only equipment having a unit cost of $300 or more. Total major equipment purchases should be transferred to item 215-3-10-730 on Part I.

CERTIFICATION:

I certify that the information reported in this claim is accurate and complete to the best of my knowledge and belief.

Signed: _____
District Superintendent/Administrative Officer Date

_____
Chairperson, Board of Trustees Date

VZ0584

PROJECT EXPENDITURE REPORT
MISCELLANEOUS PROGRAMS FUND 15

PART I—Vocational Instructor(s) Salary (Attach additional sheets, if necessary.)

Instructor Name	Sex M/F	Contract Salary 9-Month	Vocational Responsibility				Student Organization Stipend
			% of Time	Salary	Extended Contract Weeks	Extended Contract Salary	
		$	%			$	$
Total Vocational Salaries Transfer to 215-3-10-112 a, b and c below.				$ a	XXX	$ b	$ c

ACCOUNTING CODE. Refer to VZ10283. Round dollar amounts to nearest dollar. Expenditures should only reflect the portion applicable to this project.	Total Project Expenditure	Excess Costs Expenditures	STATE USE Approved
215-3-10-111-___ Principal/Coordinators' salaries	$	XXXXXXXX	$
215-3-10-112-___ Instructors' salaries	XXXXXXXX	XXXXXXXX	
a. 9-month salary (Vocational Responsibility Only)		XXXXXXXX	
b. *Extended contract salary* *			
c. *Vocational student organization advisor stipend* *			
215-3-10-115-___ Clerical salaries		XXXXXXXX	
215-3-10-200-___ Benefits (14% of abcve salaries)		XXXXXXXX	
215-3-10-320-___ Inservice training expenses		XXXXXXXX	
215-3-10-320-___ Consultants' fees		XXXXXXXX	
215-3-10-350-___ Consultants' travel		XXXXXXXX	
215-3-10-440-___ *Repair, maintenance and leasing* *			
215-3-10-580-___ *Instructional travel expenses* *			
215-3-10-610-___ *Instructional supplies* *			
215-3-10-660-___ *Instructional minor new equipment* *			
215-3-10-730-___ *Instructional major equipment* *			
TOTAL PROJECT EXPENDITURES	$		$
(Refer to Part II) TOTAL EXCESS COSTS		$	$

**Excess cost item*

PART II—Unusual Circumstances for not Maintaining Fiscal Effort

If the total project expenditures reported in Part I are not equal to the expenditures for the preceding year, you have not maintained effort. If this is due to unusual circumstances, such as major equipment expenditures or a teacher change, please explain.

PART III—List of Major Instructional Equipment Purchased

List all major instructional equipment having a unit cost of $300 or more.

Name of Equipment	DESCRIPTION (Type, make, size, model, etc.)	Quantity	Total Cost
			$

Attach additional sheets if necessary.

Transfer total to 215-3-10-730 on Part I $

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	AUTHORIZATION OF VOCATIONAL EDUCATION PERSONNEL Due: Two weeks prior to start of program	

DIRECTIONS:

1. Submit only for personnel not previously approved or for upgrading personnel.
2. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

Name of Applicant: _____ ☐ M ☐ F Date: _____

Home Address: _____

School: _____ City: _____ Zip Code: _____

Vocational Education Program(s) _____

Educational Degrees: _____ Major: _____ Minor: _____ Rec'd _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional courses completed such as: philosophy of —, teaching methods of —, adult methods of —, curriculum instruction in —, and instructional materials in vocational education, and administration of and/or coordinating practices in cooperative vocational education. Refer to Secondary Vocational Education Guidelines handbook for individual program requirements.

Courses		Name of Course	Quarter Credits	Institution
Dept.	Number			

Related occupational experience (other than teaching):

Name and Address of Employer	Date of Employment		Part-time	Full-time	Title of Position and Nature of Duties
	From	To			

Signed: _____ Verified by: _____

Applicant — District Superintendent

FOR OFFICE OF PUBLIC INSTRUCTION USE ONLY:

Approval: _____ Date: _____

Provisions: _____ Signed: _____

Level: Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training ☐

VZ1183

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	ADDENDUM FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAM	
	DUE: March 1	

DIRECTIONS:

1. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620, with completed Proposal for Vocational Education Program (VZ0283 or VZ1084) applicable to this proposal.

2. Use the following outline in describing the purpose and operation of the cooperative portion of the program. (**Attach sheets as necessary.**)

District No.	County	City	Zip Code	School Name

1. If this is a multi-occupation cooperative program, list the occupational areas (by CIP Codes and Titles) which the coordinator will coordinate.

2. Name of coordinator:
   a. Is the coordinator vocationally approved in cooperative education? Yes_____ No_____

3. Number of coordination periods per day:
   a. Number of students coordinated per hour/day:

4. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and wages?
   _____Yes _____No

5. Does the employer with whom the agreement is made follow equal employment opportunity guidelines and assure that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, be denied the benefits of any federal or state funded vocational educational program or activity?
   _____Yes _____No

6. Does the program provide for liability and industrial insurance protection? If no, who is responsible?
   _____Yes _____No

7. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.

8. Provide an outline of the related classroom instruction for a cooperative class.

9. Describe the procedures used to assure that placement of cooperative vocational education students will not displace regularly employed workers.

10. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.

11. Attach a sample copy of the cooperative training evaluation form(s) to be used.

12. Attach a sample copy of the training plan forms to be used.

Signed:_____ Date_____
Teacher-Coordinator

Appendix V

INSTRUCTIONS FOR COMPLETING THE SECONDARY VOCATIONAL EDUCATION STUDENT ENROLLMENT REPORT

INTRODUCTION: The Secondary Vocational Education Student Enrollment Report provides information needed to initiate the student follow-up to be conducted by the Vocational Education Services Department of the Office of Public Instruction. This report also establishes a pupil count used to determine funding and furnishes statistical data for state vocational education planning.

INSTRUCTIONS: The vocational instructor **must complete a separate student enrollment report listing all students enrolled in each approved vocational education class.** This report is for students on the class roll as of the 10th day of the semester. Local administration will return this report to Vocational Education Services, Office of Public Instruction, State Capitol, Helena, MT 59620.

DUE DATE: First semester/entire year—October 1; second semester—February 15.

SCHOOL NAME: Full school name.

H.S. DISTRICT NO.: High school district number.

CITY, ZIP: Enter the city and zip code in which the school is located.

CLASS TITLE: Enter the name of the vocational class. Example: welding, food and nutrition.

INSTRUCTOR: The instructor or the person responsible for completing the form.

CO-OP: Enter a check (✓) in the box to indicate the class is conducted as an approved cooperative vocational education program.

PROGRAM AREA: Enter a check (✓) by the appropriate program area.

CLASS PERIODS: Indicate with a check (✓) the number of periods in a school day.

CLASS LENGTH: Indicate with a check (✓) the number of periods this class meets each day. (The number of periods an individual student is in this class each day.)

CERTIFICATION: The report must be signed by the instructor of the class. All reports should be given to local administrators for final submittal.

STUDENT NAME: Student's full name, entered by last name, first name, middle initial.

STUDENT BIRTHDATE: Month/day/year.

SEX: Enter **1** for **male, 2** for **female.**

RACE: Enter one of the following codes:

1—American Indian/Alaskan Native
2—Asian/Pacific Islander
3—Black, not Hispanic
4—Hispanic
5—White, not Hispanic
6—Non-Resident Alien

GRADE: Enter the student's grade level. Example: 9 - ninth grade, 10 - tenth grade, 11 - eleventh grade 12 - twelfth grade.

HANDICAPPED CODE: A handicapped person is someone who has a physical or mental impairment. Enter one of the following codes if the student is handicapped:

1—Mentally retarded
2—Hard of hearing
3—Deaf
4—Speech impaired
5—Visually handicapped
6—Seriously emotionally disturbed
7—Orthopedically impaired
8—Other health impaired
9—Specific learning disability
10—Deaf/blind
11—Multihandicapped

DISADVANTAGED: A disadvantaged person (other than handicapped) is one who meets one of the following definitions. Check the appropriate box(es).

Econ: Economically disadvantaged refers to any of the following:

1. family income at or below national poverty level.
2. participant or parent(s) or guardian of participant is unemployed.
3. participant or parent(s) of participant is recipient of public assistance.
4. participant is institutionalized or under state guardianship.

Operationally, economic disadvantage can be determined by reporting students who are participating in BEOG, Work-Study programs, or similar financial aid.

Acad: Academically disadvantaged refers to persons who:

1. lack reading and writing skills.
2. lack mathematical skills.
3. perform below grade level.

Operationally, academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation.

LEP: Limited English Proficiency refers to any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Operationally, enrollment in English as a second language can be used as a criteria.

INSTRUCTIONAL SETTING CODE: For students who are indicated as handicapped or disadvantaged, enter the instructional setting code as follows:

1—Mainstream/No Support Program. Full participation in a mainstream vocational education program where no VEA funds are provided.
2—Mainstream/Support Program. Mainstream program with added support services provided by VEA funds to assist the student.
3—Separate Program. A program whose enrollment is limited to handicapped or disadvantaged students.

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

September 1984

To: High School Principals and
Vocational Education Instructors

From: Redina Berscheid, Specialist
Marketing and Distributive Education/
Cooperative Education Programs

Re: 1985 Secondary Vocational Education
Student Enrollment Report

Enclosed are the Secondary Vocational Education Student Enrollment Reports for the 1984-85 school year. Please report first semester and entire year approved vocational education classes only.

The report provides a pupil count in approved vocational education classes which is used to determine vocational excess cost funding, as well as statistical data necessary for statewide follow-up of vocational students.

Please follow the directions on the enclosed instruction sheet. Each vocational instructor must complete a Student Enrollment Report for each approved vocational class offered first semester and the entire year. The report identifies students who are enrolled as of the 10th day of the semester.

Local administrators are asked to return the completed reports to Redina Berscheid, Department of Vocational Education Services, Office of Public Instruction, State Capitol, Room 106, Helena, Montana 59620 by October 1, 1984.

If you should have questions, please do not hesitate to call 444-4556 or 1-800-332-3402 for assistance.

Your time and cooperation are appreciated.

VE209cw
VZ18684

Affirmative Action — EEO Employer

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SECONDARY VOCATIONAL EDUCATION
STUDENT ENROLLMENT REPORT
Report First Semester and Entire Year Classes Only

FOR OPI USE ONLY

Refer to Instruction Sheet before completing.

DUE DATE: October 1, 1984

School Name: _____

H.S. Dist. No.: _____ County: _____

City, Zip: _____

Class Title: _____

Instructor: _____

Co-op? ☐ Yes

PROGRAM AREA: (check one)

___Agriculture
___Business & Office
___Consumer Homemaking
___Health Occupations
___Home Ec. Wage Earning
___Industrial Arts
___Marketing & Distributive
___Trades & Industrial

Number of periods in school day: (check one) ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Class meets each day for: (check one) ☐ one period ☐ two periods ☐ three periods

Class is scheduled for (check one): ☐ First Semester Only ☐ Entire Year

Total enrollment reported from both sides: _____

Certification: I hereby certify that this is a true and complete report of the vocational student enrollment for this class.

_____
Instructor Signature Date

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

Use back for additional listings.

VM0384

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
TOTAL (Enter total number of students on front page.)									

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

January 1985

To: High School Principals and
Vocational Education Instructors

From: Redina Berscheid, Specialist
Marketing and Distributive Education/
Cooperative Education Programs

Re: 1985 Secondary Vocational Education
Student Enrollment Report

Enclosed are the Secondary Vocational Education Student Enrollment Reports for the approved vocational education second semester classes.

The report provides a pupil count in approved vocational education classes which is used to determine vocational excess cost funding, as well as statistical data necessary for statewide follow-up of vocational students.

Please follow the directions on the enclosed instruction sheet. Each vocational instructor must complete a Student Enrollment Report for each approved vocational class offered second semester only. The report identifies students who are enrolled as of the 10th day of the semester. Do not submit enrollment reports for the approved vocational classes reported for the first semester or entire year.

Local administrators are asked to return the completed reports to Redina Berscheid, Department of Vocational Education Services, Office of Public Instruction, State Capitol, Room 106, Helena, Montana 59620 by February 15, 1985.

If you should have questions, please do not hesitate to call 444-4556 or 1-800-332-3402 for assistance.

Your time and cooperation are appreciated.

gc40

VZ18684

Affirmative Action — EEO Employer

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SECONDARY VOCATIONAL EDUCATION
STUDENT ENROLLMENT REPORT
Report First Semester and Entire Year Classes Only

FOR OPI USE ONLY

Refer to Instruction Sheet before completing.

DUE DATE: February 15, 1985

School Name: _____

H.S. Dist. No.: _____ County: _____

City, Zip: _____

Class Title: _____

Instructor: _____

Co-op? ☐ Yes

PROGRAM AREA: (check one)

___Agriculture
___Business & Office
___Consumer Homemaking
___Health Occupations
___Home Ec. Wage Earning
___Industrial Arts
___Marketing & Distributive
___Trades & Industrial

Number of periods in school day: (check one) ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Class meets each day for: (check one) ☐ one period ☐ two periods ☐ three periods

Certification: I hereby certify that this is a true and complete report of the vocational student enrollment for this class.

_____
Instructor Signature Date

Total enrollment reported from both sides: _____

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

Use back for additional listings.

VM0384

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
TOTAL (Enter total number of students on front page.)									

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

March 12, 1984

TO: High School Principals and
Vocational Education Instructors

FROM: Redina Berscheid, Specialist
Marketing and Distributive Education/Cooperative Education

RE: Follow-up on Twelfth Grade Vocational Education Students

Enclosed are the twelfth grade data cards of the Secondary Vocational Education Follow-up Instruments. These cards will be used to determine the seniors who have completed a vocational program. The follow-up information will be used to substantiate secondary vocational funding requests for local districts.

The Office requests that your vocational education instructors of approved vocational education programs distribute the blue cards to seniors within their approved classes. After the students complete the card, collect the cards and return them to Redina Berscheid, Office of Public Instruction, Department of Vocational Education Services, State Capitol, Helena MT 59620.

Please return the completed blue cards by April 30, 1984. If you should need additional cards or assistance, please call 444-4556.

Thank you.

cmw27

1984
12th Grade Data Card

Name: _____ Sex: ___M ___F Birthdate: _____/_____/_____
Last First Mo Day Year

Address where you may be reached after graduation:

_____
Street City State Zip Phone

*Number of semesters:

1 class hr. per day = 1 semester 2 class hrs. per day = 2 semesters
1 co-op class hr. per day = 1 semester

Please indicate the **NUMBER OF SEMESTERS** you have completed in each of the following areas:

1. _____Agricultural Production
2. _____Agricultural Mechanics
3. _____Horticulture
4. _____Forestry
5. _____Marketing/Distributive Education
6. _____Nurse Aide/Health Exploratory
7. _____Home Economics
8. _____Wage Earning Home Economics
9. _____Business and Office
10. _____Auto Body
11. _____Mechanics
12. _____Drafting
13. _____Electricity/Electronics
14. _____Graphic Arts
15. _____Metal Working/Machine Shop
16. _____Welding
17. _____Broadcasting
18. _____Woodworking/Building Construction

VM0484

Vocational Education Completer/Leaver Follow-up Form

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation will insure that the results of this effort are comprehensive, reliable, and timely.

1. What is your current educational status? (Check one.)
   (1)_____Currently attending school (2)_____Not currently attending school

2. What is your current employment status? (Check one.)
   (1)_____ Employed (includes all employment, even if below your qualifications; does not include full-time military service)
   (2)_____ Employed (full-time military service)
   (3)_____ Unemployed (not employed, but actively seeking employment)
   (4)_____ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

NOTE: If you are currently employed, please answer the remaining questions. Otherwise, skip the remaining items.

3. Please provide the following information on your present job:

   _____
   Name of company or firm (if self-employed, please write self)

   _____
   Company or firm mailing address

   _____
   City State Zip Code

   _____
   Your immediate supervisor (last name, first name, middle initial)

   Present Job Information
   Job Title: _____

   Job Duties: _____

   _____

4. Is this job related to your field of vocational training?
   (1)_____ Yes, it is directly or closely related.
   (2)_____ No, it is only remotely related or is not related at all.

5. What is your hourly wage?

   $_____per hour

6. The salary in the preceding item is based on how many hours per week employment?

   _____hours per week

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

VZ3584

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

June 1, 1984

TO: Vocational Education Student Employers

FROM: Redina Berscheid
Department of Vocational Education Services

RE: Employer Questionnaire

The Department of Vocational Education Services in the Office of Public Instruction is constantly striving to improve vocational education services and programs to better serve Montana. An effective way to evaluate program quality is to solicit opinions from employers concerning the vocational graduates they employ.

We recently completed a survey of former vocational education students. The student whose name is listed on the enclosed form indicated that you are, or have been, his/her supervisor.

We would appreciate your taking a few minutes to answer the enclosed questionnaire. Your responses are completely confidential. Your participation in this project is vitally important to its success. Please return the completed questionnaire by folding, sealing and mailing as soon as possible.

If you should need assistance, please call the education hot line, 1-800-332-3402, or contact:

Ms. Redina Berscheid, Specialist
Distributive/Marketing Education
Office of Public Instruction
State Capitol
Helena MT 59620
Phone: 444-4556

Thank you for your cooperation.

cmw30
Enc

EMPLOYER FOLLOW-UP FORM

Note: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very good	Good	Average	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATING

What is your **overall** rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very good	Good	Average	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive the same training?

(a) ☐(0) No basis for comparison
(b) ☐(5) Individual is better prepared
(c) ☐(3) Both are about the same
(d) ☐(1) Individual is less prepared

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	SELF-EVALUATION FOR VOCATIONAL EDUCATION	
	DUE: March 1	

School	County	City	Zip Code

I. TYPE OF PROGRAM (check appropriate item)

	Agriculture
	Business and Office
	Consumer and Homemaking
	Cooperative
	Health Occupations

	Home Economics Wage Earning
	Industrial Arts
	Marketing and Distributive
	Trade and Industrial

II. LEVEL OF PROGRAM: ☐ Secondary ☐ Postsecondary ☐ Adult

III. This data collection is required in accordance with the Vocational Education Amendment of Public Law 94-482 and the Montana State Plan for Vocational Education.

IV. DIRECTIONS:

1. The self-evaluation should be completed by the instructor(s) for each approved vocational program in the school district.
2. Advisory committee members should assist the instructor(s) in the self-evaluation.
3. Written comments following each item are encouraged.
4. Check the yes or no column. If yes, a rating of five (5) on an item indicates excellence and a one (1) indicates poor quality. Circle the rating that best describes your program.
5. The original of each program evaluation should be submitted to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620. The carbon copies should be kept in your files.

	Yes	No	Assessment (Circle One)	Comments
1. The program advisory committee has a. written duties and responsibilities.			5 4 3 2 1	
b. minutes on file.			5 4 3 2 1	
c. assisted with program development and evaluation.			5 4 3 2 1	
d. male and female representation.			5 4 3 2 1	
e. a representation of business, industry and labor.			5 4 3 2 1	
2. Efforts are made to encourage males and females to participate in the program.			5 4 3 2 1	
3. Sex bias/stereotyping is being eliminated from instructional and curricular material.			5 4 3 2 1	
4. Community resource persons who work in nontraditional occupations are utilized in class presentations.			5 4 3 2 1	
5. The instructor a. is certified.			5 4 3 2 1	
b. is an active member of vocational education related professional organizations.			5 4 3 2 1	
c. keeps updated by attending workshops and seminars.			5 4 3 2 1	
d. is vocationally endorsed.			5 4 3 2 1	
e. has sufficient work experience.			5 4 3 2 1	

School: _____

Check one:

☐ Ag ☐ B & O ☐ Co-op ☐ Health ☐ Con. Hmkg. ☐ WE Hmkg. ☐ IA ☐ Mkgt & Dist. ☐ T & I

	Yes	No	Assessment (Circle One)	Comments
6. Curriculum is organized based on knowledge and skills for the occupation (task analysis).			5 4 3 2 1	
7. Written measurable objectives are on file in the department.			5 4 3 2 1	
8. Program objectives are realistic based on student needs and employment opportunities.			5 4 3 2 1	
9. Field trips and community resources are used to enrich the instruction.			5 4 3 2 1	
10. The school assists with job placement of students irrespective of sex.			5 4 3 2 1	
11. Adequate funds are budgeted for supplies, equipment and travel.			5 4 3 2 1	
12. Facilities are adequate and accommodate both sexes.			5 4 3 2 1	
a. handicapped.			5 4 3 2 1	
b. disabled.			5 4 3 2 1	
13. Equipment is adequate and up-to-date.			5 4 3 2 1	
14. A vocational student organization is an integral part of the instructional program.			5 4 3 2 1	
15. Students with special needs are identified and adequately provided for.			5 4 3 2 1	
16. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.			5 4 3 2 1	
17. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.			5 4 3 2 1	
18. There is a planned follow-up system of students completing the program, including employer satisfaction.			5 4 3 2 1	
19. The results of evaluation and follow-up are used as a basis to revise and improve the program.			5 4 3 2 1	
20. The results of current needs assessment are used to update the a. curriculum.			5 4 3 2 1	
b. equipment.			5 4 3 2 1	
c. facility.			5 4 3 2 1	
21. Vocational guidance services are provided for the students.			5 4 3 2 1	

Signed: _____ _____

Program Instructor Who Has Completed This Form — Date

Signed: _____ _____

School Administrator — Date

APPENDIX VI

DEFINITION OF VOCATIONAL EDUCATION TERMS

ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons 16 years of age or older who have completed or left high school; are employed or underemployed and who need training or retraining (less than 25 hours per week) to enter the labor market or to achieve stability or advancement in employment. Consumer and homemaking enrichment courses are included under this definition. Training may include supplemental, apprentice and short-term preparatory programs.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

CURRICULUM DEVELOPMENT PROGRAM includes the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs (disadvantaged and handicapped); and the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

DISADVANTAGED PROGRAM is designed for persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

DISTRICT SUPERINTENDENT, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.

EXEMPLARY PROGRAM means a program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) programs of effective vocational education for individuals with limited English-speaking ability; (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) programs designed to broaden occupational aspirations and opportunites for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including (a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations and (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education.

HANDICAPPED PROGRAM is designed for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.

INSTRUCTIONAL LEVELS: S-secondary, PS-postsecondary, A-adult, TT-teacher training.

LOCAL ADVISORY COUNCIL means a group composed of members of the general public, especially representatives of business, industry, labor, education and training, organized to provide the local educational agency with advice on current job needs and the relevancy of courses being offered by such agency in meeting such needs. Policy requires that each program have a program advisory committee. These committees may be subcommittees of the total local vocational education advisory council.

LOCAL EDUCATIONAL AGENCY means a board of trustees or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program.

RESEARCH PROGRAM includes (1) applied research and development in vocational education; (2) experimental, developmental, and pilot programs designed to test the effectiveness of research findings, including programs to overcome problems of sex bias and sex stereotyping; (3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin; (4) projects in the development of new careers and occupation, such as--(a) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another; (b) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs of the employment of persons in the fields described in subparagraph (a), including programs to prepare professional (including administrators) to work effectively with aides; and (c) projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and (5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

SUPPORT SERVICE PROGRAMS means skill assessment, employment counseling, job placement and follow-up services for persons from the following target groups: (1) persons who had been solely homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; (4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and (5) women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

VOCATIONAL EDUCATION PROGRAM means an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAM means a program designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel.

VOCATIONAL GUIDANCE means those activities which assist students in (1) identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation; (2) identifying such information on specific occupations that fits their interests and abilities, as (a) nature of the work, (b) training and qualifications required, (c) employment outlook, (d) earnings and working conditions, and (e) places of employment; and (3) developing skills in decision making that will enable them to choose an occupation that will meet their needs and allow them to devleop their full potentials.

Appendix IV

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SUMMARY OF PROCEDURES AND FORMS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

To be eligible for vocational education funds, each local educational agency must prepare and present to the Superintendent of Public Instruction a plan for vocational education programs. Please utilize the following forms and guidelines in preparing your applications.

Form No.	Title	Directions
VZ11384	Secondary Vocational Education Forms and Fund Allocation Procedures	A description of the policies and procedures promulgated for HB 618 for secondary vocational education and industrial arts programs and the formula for the allocation of state funds to local education agencies.
VZ10583	Classification of Instructional Program (CIP) Codes & Titles	A listing of the six-digit CIP Codes to be used for approved vocational programs in Montana.
VZ10283	Accounting Codes for Secondary Vocational Education Program	Explanations of budgeting and accounting codes to be used when submitting budgets and expenditure reports in secondary vocational education programs.
VZ0383	Local Plan for Vocational Education	Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period. Do not write separate narratives for each program area.
VZ0283	Proposal for a New Secondary Vocational Education Program	Submit for each new secondary vocational education program. (Agriculture, Business and Office, Health Occupations, Consumer and Homemaking, Wage Earning Home Economics, Industrial Arts, Marketing and Distributive, and Trade and Industrial.)
VZ1084	Proposal for Renewal of a Secondary Vocational Education Program	Submit for each ongoing (previously approved) secondary vocational education program. (Agriculture, Business and Office, Health Occupations, Consumer and Homemaking, Wage Earning Home Economics, Industrial Arts, Marketing and Distributive, and Trade and Industrial.)
VM0384	Secondary Vocational Education Student Enrollment Report	Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and sex.
VZ0584	Certified Expenditure Report for a Vocational Education Project	Report the actual expenditures for the fiscal year for each of the approved vocational education programs. With the completion of this report a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that there are adequate records in the district office for audit purposes.
VZ1183	Authorization of Vocational Education Personnel	Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
VZ1284	Addendum for Cooperative Vocational Education Program	Submit for each cooperative program.
VZ0484	Self-Evaluation for Vocational Education	The self-evaluation form is to be completed by designated personnel (i.e., administrators, instructors, advisory committee members and students) and be inclusive of all approved vocational education and industrial arts programs. This assures the department that local program evaluation takes place on an annual basis in accordance with approved program standards.

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

Classification by Instructional Program (CIP)

Codes and Titles

AGRICULTURE

01.0201	Agriculture Mechanics, General
01.0301	Agriculture Production, General
03.0401	Forestry Production and Processing, General

BUSINESS AND OFFICE

07.0601	Secretarial and Related Programs, General
07.0701	Typing, General Office and Related Programs, General

HEALTH OCCUPATIONS

17.9999	Allied Health

HOME ECONOMICS

20.0101	Comprehensive Consumer and Homemaking

Wage Earning Home Economics

20.0201	Child Care and Guidance Management and Services, General
20.0301	Clothing, Apparel, and Textiles Management, Production and Services, General
20.0401	Food Production, Management and Services, General
20.9999	Vocational Home Economics, Other

INDUSTRIAL ARTS

21.0101	Occupationally Oriented Industrial Arts
21.0102	Carpentry/Construction
21.0103	Drafting
21.0104	Electricity/Electronics
21.0105	Energy, Power, and Transportation
21.0106	Graphic Communications
21.0107	Manufacturing/Materials Processing (includes metals, woods, plastics, etc.)
21.0199	Other, including combined program

MARKETING AND DISTRIBUTIVE

08.0799	General Marketing, Other

TRADE AND INDUSTRIAL

46.0201	Carpentry
47.0101	Electrical and Electronics Equipment Repair, General
47.0603	Automotive Body Repair
47.0604	Automotive Mechanics
47.0606	Small Engine Repair
48.0101	Drafting, General
48.0201	Graphic and Printing Communications, General
48.0501	Precision Metalwork, General
48.0508	Welding, Brazing and Soldering
48.0999	Industrial Cooperative Training
09.0701	Radio/Television Broadcasting

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

ACCOUNTING CODES FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

This accounting code should be used for secondary vocational education programs in preparation of the estimated budget for vocational education projects and when preparing your Certified Expenditure Report. *Federal Monies*—Miscellaneous Programs Fund 15, *State Monies*—Miscellaneous Programs Fund 15, using the project reporter to differentiate.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. In no case should an expenditure or commitment to purchase be made prior to project approval.

Instruction: Activities dealing directly with supervision of vocational instructional personnel, such as principals and local coordinators of vocational education programs, and with the teaching of students under the definition of the vocational education program.

215-3-10-111 *Principal/Coordinator salaries.* Report applicable portion of the gross salaries of professional vocational supervisory personnel. Principal: prorate using the ratio of instructors to the one administrator responsible for vocational education. Example: 23 instructors in school, 1 full-time ag instructor. Therefore, 1/23 of the administrator's salary is applicable to the vocational agriculture program. Vo-Ed Coordinator: Use ratio of Vo-Ed personnel to the full-time or part-time coordinator.

215-3-10-112 *Instructors' salaries.* Gross salaries of vocational instructional personnel.

a. 9-month salary—Report only the percent of the instructor's salary applicable to the vocational approved portion of the instructor's responsibility.
b. *Extended contract salary—Report any salary paid for vocational responsibilities in addition to the 9-month contract.
c. *Vocational student organization advisory stipend—Report any stipend paid to the vocational instructor for advising a vocational student organization.

215-3-10-115 *Clerical salaries.* Gross salaries of secretarial and clerical personnel for vocational instructional staff (percent applicable).

215-3-10-200 *Benefits.*

215-3-10-320 *Inservice training expenses.* Expenses related to inservice training, such as substitutes for vocational instructors who are away on related inservice training.

215-3-10-320 *Consultant's fees.* Expenses for approved consultant's fees.

215-3-10-350 *Consultant's travel.* Expenses for approved consultant's travel.

215-3-10-440 **Repair, maintenance and leasing.* Repair, maintenance and leasing expenses of instructional equipment.

215-3-10-580 **Instructional travel expenses.*Expenses for approved instructional travel.

215-3-10-610 **Instructional supplies.* Expenditures for all supplies constructively consumed in the teaching-learning process.

215-3-10-660 **Instructional minor new equipment.* Expenses for the purchase of instructional equipment having a unit cost of less than $300.

215-3-10-730 **Instructional major equipment.* Expenses for initial or additional items of equipment having a unit cost of $300 or more.

*Excess cost items

VZ10283

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	Time Saving Tips/Instructions

RENEWAL (ongoing programs previously approved)

Submit *Proposal for Renewal of a Secondary Vocational Education Program* (VZ1084) for each program—**due March 1.**

Submit *Self-Evaluation for Vocational Education* (VZ0484) for each program—**due March 1.** Please remove the staple of the two-page form before completing, retain the yellow copy for your files, and return the white original to this office. (If you had an on-site vocational education evaluation this fiscal year, you may omit this form.)

Submit *Authorization of Vocational Education Personnel* (VZ1183) for vocational education personnel not previously approved—**due two weeks prior to start of program.**

Submit *Addendum for Cooperative Vocational Education Program* (VZ1284) for each cooperative program—**due March 1.**

Submit *Certified Expenditure Report for a Vocational Education Project* (VZ0583) for each program. These forms will be mailed in the spring and are due **July 15.**

NEW programs

Submit *Proposal for a New Secondary Vocational Education Program* (VZ0283) for each program—**due March 1.**

Submit *Local Plan for Vocational Education* (VZ0383)—**due March 1.**

Submit *Authorization of Vocational Education Personnel* (VZ1183) for vocational education personnel not previously approved—**due two weeks prior to start of program.**

Submit *Addendum for Cooperative Vocational Education Program* (VZ1284) for each cooperative program—**due March 1.**

Submit *Certified Expenditure Report for a Vocational Education Project* (VZ0584) for each program. These forms will be mailed in the spring and are due **July 15.**

VZ18784

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

Secondary Vocational Education Forms and Fund Allocation Procedures

The following policies and procedures have been promulgated by the Superintendent of Public Instruction:

I. **Policy Statement Concerning Rules for HB618.** The purpose of these rules is to implement HB618, 47th Montana Legislature. In order to fulfill the intent of that act, the Superintendent of Public Instruction and eligible high school districts shall conform to the following rules for allocating, expending and accounting for the monies provided by the legislative appropriation.

II. **Definition of Terms.**

1. "Additional or excess cost items" are as follows:
   a. vocational teacher salaries for extended term contracts in vocational-related activities such as supervision of students in vocational-related activities, cooperative work experience, curriculum or program development and programs that extend beyond the school year;
   b. stipends to vocational teachers for supervision of vocational student groups (DECA, FHA/HERO, FFA, OEA and VICA);
   c. instructional supplies used in an approved program;
   d. instructional equipment used in an approved program;
   e. instructional-related travel expense for an approved program; and
   f. repair, maintenance and leasing of instructional equipment for an approved program.

2. "Approved secondary vocational programs": vocational education persons in high schools (grades 9-12) which have been designated as meeting vocational standards and are programs approved by the Superintendent.

3. "Secondary vocational education": high school programs which are directly related to the preparation of individuals for paid or unpaid employment.

4. "School district": a district organized for the purpose of providing educational services for grades 9 through 12, as defined in 20-6-101, MCA; the term does not include postsecondary vocational education centers.

5. "Superintendent of Public Instruction": this term includes both the Superintendent of Public Instruction and the administrator of the Department of Vocational Education Services of the Office of Public Instruction.

6. "Secondary vocational program": vocational education for persons in high school (span of grades usually beginning with grade 9 and ending with grade 12).

7. "Industrial arts program": those education programs which:
   a. pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, such as experimenting, designing, constructing, evaluating and using tools, machines, materials and processes; and
   b. assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

8. "Cooperative vocational education programs": a program of vocational education for persons who, through written cooperative arrangements between the school, trainee, and employer, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employer so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

III. **Eligibility Requirements for School Districts.** A school district must have operated a secondary vocational education or industrial arts program on an approved basis for the immediately preceding year to be eligible. Each approved program must meet the standards for an approved secondary vocational and industrial arts program.

IV. **Procedures for Applying**. To apply, school districts must submit to the Superintendent of Public Instruction:

1. *A Local Plan for Vocational Education* (Form VZ0383). This is a summary of all vocational programs for five fiscal years. (School districts which have submitted a five-year plan for 1983-87 need not resubmit.)

2. *A Proposal for a new Secondary Vocational Education Program* (Form VZ0283). For each vocational program categorized by a six-digit Classification by Instructional Program (CIP) Code for which the school district is requesting funding, a separate proposal must be submitted.

3. *Authorization of Vocational Education Personnel* (Form VZ1183). Submit for vocational education personnel not previously approved. May be submitted with proposal or two weeks prior to beginning the program.

4. *An Addendum for Each Cooperative Vocational Education Program* (Form VZ1284). For each program utilizing the cooperative method of instruction, a separate addendum must be attached to the proposal for a new Vocational Education Program (Form VZ0283).

5. *A Certified Expenditure Report* (Form VZ0584). All school districts receiving funds for secondary vocational and industrial arts programs must certify the expenditures made by the district for each secondary vocational and industrial arts program.

6. *Self-Evaluation for Vocational Education* (Form VZ0484). The self-evaluation form is to be completed by designated personnel for each approved vocational education/industrial arts program, to assure local program evaluation takes place on an annual basis.

V. **Funding Formula.** The following procedure shall govern the allocation and distribution of vocational education funds:

1. Only programs meeting the eligibility requirements of III above and approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.

2. All approved programs shall be placed into one of five categories according to the cost of the program. The assignment of programs to categories is subject to annual review and adjustment. A list of programs and the assigned categories will be distributed annually to school districts along with program applications (attached). Each category will carry the following weight factor:

Category	Weight
I	.41
II	.28
III	.18
IV	.10
V	.03

3. Industrial Arts programs shall be funded at 50 percent of the assigned category.

4. Funding shall be based upon the average number belonging (ANB) to secondary vocational and industrial arts programs in the year immediately preceding the year for which funding is requested. The ANB shall be computed for each separate secondary vocational and industrial arts program. The following formula shall be used to compute the funding for each program:

$$\text{Program Enrollment} \times \frac{\text{No. Vo-Ed Periods}}{\text{No. Periods in School Day}} \times \text{Vo-Ed Weight Factor} \times \text{Local ANB Value} = \text{State Vo-Ed Funds}$$

The figures derived from this formula will be adjusted to reflect the legislative appropriation.

5. *An Annual Secondary Vocational Education Enrollment Report* (VM0383) shall be submitted for each approved vocational education class to be used in the formula.

VI. **Accounting.** A school district receiving funds from the appropriation shall account for such funds in a the miscellaneous program fund established by 20-9-507, MCA. Different programs within the miscellaneous program fund are kept separate by use of the project reporter codes. These funds shall be expended within the biennium. Funds received for a program must be expended in that program.

VII. **Reporting.** School districts participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction. Funds must be expended only in the "additional or excess cost items" that are identified in II above.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	PROPOSAL FOR A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and H.B. 618 **DUE: March 1**	OPI Approval Yes ☐ Date No ☐ _____

This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and the state laws of Montana. This proposal is a planning instrument for determining student and employment needs, funding, location of new programs and is the basis for required program evaluation and supervision.

High School District	County	City Zip	School Name

DIRECTIONS:

This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Five-Year Plan for Vocational Education. **Submit a separate proposal for each occupational title, or related group of titles for each instructional level.** *Submit one copy* to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

I. **Title of Program:** Please use the space below to list the CIP Code(s) and Title(s) *from the listing on* form VZ10583 that best describes your proposed program.

6 Digit Code	Title	The Class Meets Mins/Week	Weeks/Year	Co-op Yes	No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

II. **Program Information.** Directions: Please describe the purpose and operation of your proposed program using the following outline. Attach the completed description to this proposal.

A. What is the purpose of this program?
☐ Job exploration ☐ Preparation for job entry ☐ Preparation for further occupational training ☐ All

B. Describe content of program:
1. List courses, by sequence, showing grade level and prerequisite where applicable.
2. Provide an outline and learner outcomes for **each class.**
3. What provisions are made for safety instruction?

C. What are student requirements for admission to the program? Physical, age, academic, vocational intent, other?

D. Provide a list of the members of the advisory committee for this program, including name, occupation, home address, and telephone number. Does the committee meet at least once per year? ☐ Yes ☐ No

E. What student organization activities are to be available (FFA, FHA, DECA, OEA, VICA)? Describe how these activities are integrated with the training program.

F. If this program uses the cooperative teaching methods, please complete and attach Form VZ1283 (Addendum for Cooperative Vocational Education Programs).

G. Does this project utilize extended teacher contracts? ☐ Yes ☐ No
If yes, how many weeks in length is the extended contract? _____

H. If the project was on probation last year, how have you corrected the cited items?

III. **Authorization**

The assurances contained in the Local Five-Year Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana.

Signed: _____ Date _____
Program Instructor

Signed: _____ Date _____
Authorized School District Representative

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	LOCAL FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION	OPI USE: Approval Date:_____
	DUE: March 1	

The development of the five-year plan at the local level is essential to the Office of Public Instruction, Department of Vocational Education Services, in planning and developing Montana's Annual and Five-Year plans. This information will be used in the planning process to substantiate state funding assistance to Local Educational Agencies (LEA's) through Montana's approved plans as required by Public Law 94-482 and Section 20-7-321 of the School Laws of Montana.

High School District	County	City Zip	School Name

DIRECTIONS:

1. After formal approval by the local board of trustees, the district superintendent should submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.
2. The principal and vocational education staff of each school, under the general direction of the district superintendent and with the input of the local advisory committee should develop this plan for vocational education.

SUMMARY OF THE FIVE-YEAR PLAN	LEVEL		PROJECTED ACTIVITIES OR SERVICE BY INSTRUCTIONAL PROGRAM									
Column No.	01	02	03	04	05	06	07	08	09	10	11	12
Please check the numbered column, the level and all services and/or activities applying to each instructional program planned.	Secondary Level	Adult Level	Disadvantaged	Handicapped	Cooperative	Support Services	Research	Exemplary and Innovative	Curriculum Development	Vocational Guidance	Personnel Development	Overcome Sex Bias & Sex Stereotyping
INSTRUCTIONAL PROGRAMS												
Agriculture												
Business and Office												
Health Occupations												
Consumer and Homemaking												
Home Economics Wage Earning												
Industrial Arts												
Marketing and Distributive												
Trade and Industrial												
Prevocational (special projects)												
Other												

General Information. Submit one narrative covering ***all*** vocational education areas, using the following outline. Do ***not*** submit a separate narrative for each program area on this form.

I. **Vocational Education Needs**

Describe the vocational education needs "what is" vs. "what should be," how these needs were determined, and the potential students for each vocational program area (i.e., needs assessment, student interest, labor needs, other surveys). Indicate how, and to what extent, the programs will meet these needs during the five-year planning period.

List programs presently offered, including objectives and goals. Also, outline any projected program development and date of implementation.

II. Additional Services

Describe any additional services that you will need to provide students during the five-year period (example: special services for the handicapped or disadvantaged students, assistance for students with limited English-speaking ability, programs to overcome sex bias, special support services for single parents and adults returning to schools, etc.). Are there any needs you anticipate not being able to meet? If so, why?

III. Instructional Changes

Briefly describe any instructional changes you are planning during the five-year period (example: use of cooperative, individualized instruction, simulated teaching methods, live projects).

IV. Program Evaluation

Describe specific methods of evaluation you will employ which will assure that the overall program meets student needs and community/area employment demands. Include labor market demands and evaluations by employers, students, advisory committees, Office of Public Instruction and Northwest Association of Schools and Colleges. How have previous evaluations been used to develop the programs proposed in this five-year plan?

V. Local Advisory Committee

Provide a list of the members of your local vocational education advisory committee(s), including name, occupation, mailing address and telephone number. (Members of the local board of trustees and program instructors shall not serve as voting members on the advisory committee.) Membership of the advisory committee should include representatives of business, industry, labor, education, training, parents, students and minority groups. Advisory committees shall have appropriate representation of both sexes and racial or ethnic minorities found in the geographic areas the committee serves.

VI. Sex Equity

List policies and procedures used to implement the reduction of sex discrimination, sex role stereotyping with regard to 1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional material, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) vocational student organization involvement, 7) facilities and equipment, and 8) nontraditional occupational information. (Describe each element.)

VII. Vocational Guidance

Describe provisions to assure adequate sex-fair vocational guidance, such as procedures for selecting and testing students, placement services, job referral, follow-up, counselor qualifications and/or needs, etc.

VIII. Employment and Training Programs

Describe how the activities proposed in the plan relate to and are coordinated with training programs conducted under the Job Training Partnership Act (JTPA).

IX. Other Vocational Education Programs

Describe the relationship between your vocational educational programs funded under this Act and other programs in the area which are supported by state and local funds (Vocational Rehabilitation, Special Needs, Montana Job Services, etc.).

Assurances

The applicant hereby assures the following in accord with Section 434(b) of the General Education Provisions Act; Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P.L. 94-482); and Section 20-7-321 of Schools Laws of Montana.

A. The local educational agency (LEA) will make an annual report and such other reports to the Superintendent of Public Instruction in such form and containing such information as may be reasonably necessary to enable the Office of Public Instruction to perform its duties, and the LEA will keep such records and afford such access thereto as the Office of Public Instruction may find necessary to assure the correctness and verification of such reports. (Local education agency representation is superintendent, principal, and vocational staff.)

B. A local advisory committee or council composed of representatives of business, industry, labor, education, training, parents, students and minority groups has been and will be involved in the planning, operation and evaluation of the vocational education programs, services and activities described in this plan. The advisory committee has appropriate representation of both sexes and ethnic or racial minorities found in the geographic area the community serves.

C. It shall be the policy of the school that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, or be denied the benefits of any federal or state funded vocational education program or activity, as cited in Montana statutes 49-2-307; 49-3-203; 49-3-260.

D. Federal funds will not be commingled with state or local funds.

1. In programs where federal vocational funds are received, provision has been made for the participation of students enrolled in nonprofit private schools in the area, whose educational needs are of the type which the program involved is to meet.

2. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such federal funds, be made available for vocational education purposes, and in no case supplant such local funds. The aggregate amount or the amount per student to be spent from local funds for vocational education programs, services and activities (maintenance of effort) is equal to 95 percent of the amount spent in the previous fiscal year.

3. Federal funds will not be used for any program of vocational education (except personnel training programs under section renovation program under Subpart 4 of Part B and homemaking programs under Subpart 5 of this part), which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.

E. The information contained in this plan is correct and the programs, services and activities approved will be conducted in accordance with the Guidelines for Vocational Education in Montana and the Montana State Plan for Vocational Education.

Authorization

Signed:_____ Date:_____
Chairperson, Board of Trustees

Signed:_____ Date:_____
District Superintendent

Dissatisfaction with Action

Any eligible recipient dissatisfied with final action of the Superintendent of Public Instruction with respect to any application of funds under this Act shall be given reasonable notice and opportunity for a hearing, upon notification of the superintendent.

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena MT 59620	PROPOSAL FOR RENEWAL OF A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and HB 618 **DUE: March 1**	OPI Approval Yes ☐ No ☐ Date _____

This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and laws of the State of Montana.

High School District	County	City	Zip	School Name
_____	_____	_____	_____	_____

DIRECTIONS: This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Five-Year Plan for Vocational Education submitted on form VZ0383. Submit a separate proposal for each occupational program by title. Submit one copy of each to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

I. When was your last Local Five-Year Plan for Vocational Education filed with the Office of Public Instruction?
_____, 19_____
Month

II. Renewal of Project Number_____
Attach any changes or updating that needs to be filed with your project such as: program changes, course content changes, advisory committee changes, vocational student organization activities, sex equity requirements, etc.

III. Title of Program: list the CIP Code(s) and Title(s) from the listing on Form VZ10583 that best describes your program.

Six Digit Code	Title	The Class Meets Mins/Week	The Class Meets Weeks/Year	Co-op Yes	Co-op No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

If cooperative, please attach Form VZ1284.

IV. Attach a list of course titles for the above program.

V. Does this project utilize extended teacher contracts? ☐ Yes ☐ No
If yes, how many weeks in length is the extended contract? _____

VI. Probation Status: If this project was on probation last year, describe how you have corrected the cited items.

VII. If an OPI Vocational Education evaluation was conducted this year, have you responded in writing to the recommendations? ☐ Yes ☐ No
If no, attach a copy of your written response.

VIII. **AUTHORIZATION**

The assurances contained in the Local Five-Year Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ16084).

Signed:_____ Date_____
Program Instructor

Signed:_____ Date_____
Authorized School District Representative

VZ1084

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	CERTIFIED EXPENDITURE REPORT FOR A VOCATIONAL EDUCATION PROJECT FY 84	FY	County	Legal Entity
	Due: July 15	Assigned Project No.		

Program Area: (check one)

- ☐ Agriculture
- ☐ Business and Office
- ☐ Consumer Homemaking
- ☐ Health Occupations
- ☐ Home Economics Wage Earning
- ☐ Industrial Arts
- ☐ Marketing and Distributive
- ☐ Trade and Industrial

District No.	County	City	Zip Code	School

INSTRUCTIONS:

The following are instructions for certifying expenditures for approved vocational education project expenditures under provisions of the Education Amendments of 1976 (Public Law 94-482) and laws of the State of Montana.

1. The district superintendent or administrative officer should submit original of this form to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620. Retain one copy for your files.
2. Submit a separate expenditure report for each project; be sure that each has a Project Number.
3. Follow Accounting Codes for Vocational Education Programs (VZ10284) in preparing this expenditure report.
4. The fiscal year is July 1 to June 30.
5. *Attach school class schedule for each project (program).*

This expenditure report consists of three parts: Part I—Project Expenditure Report; Part II—Unusual Circumstances for not Maintaining Fiscal Effort; and Part III—List of Major Instructional Equipment Purchased.

Part I—Project Expenditure Report:

Total project costs: Report **all** expenditures for the project, including state and federal funds in Miscellaneous Fund 15. Individual projects are to be tracked using the project reporting codes.
Total excess costs: The total excess costs should equal or exceed the state monies generated for each program (project).

Part II—Unusual Circumstances for not Maintaining Fiscal Effort:

To receive federal monies for any vocational program, a school must maintain fiscal effort. If, because of unusual circumstance you did not maintain the effort, please provide an explanation; for example, replaced a teacher with one at a lower salary.

Part III—List of Major Instructional Equipment Purchases:

List only equipment having a unit cost of $300 or more. Total major equipment purchases should be transferred to item 215-3-10-730 on Part I.

CERTIFICATION:

I certify that the information reported in this claim is accurate and complete to the best of my knowledge and belief.

Signed: _____
District Superintendent/Administrative Officer Date

_____
Chairperson, Board of Trustees Date

VZ0584

PROJECT EXPENDITURE REPORT
MISCELLANEOUS PROGRAMS FUND 15

PART I—Vocational Instructor(s) Salary (Attach additional sheets, if necessary.)

Instructor Name	Sex M/F	Contract Salary 9-Month	Vocational Responsibility				Student Organization Stipend
			% of Time	Salary	Extended Contract Weeks	Extended Contract Salary	
		$	%			$	$
Total Vocational Salaries Transfer to 215-3-10-112 a, b and c below.				$ a	XXX	$ b	$ c

ACCOUNTING CODE. Refer to VZ10283. Round dollar amounts to nearest dollar. Expenditures should only reflect the portion applicable to this project.	Total Project Expenditure	Excess Costs Expenditures	STATE USE Approved
215-3-10-111-___ Principal/Coordinators' salaries	$	XXXXXXXX	$
215-3-10-112-___ Instructors' salaries	XXXXXXXX	XXXXXXXX	
a. 9-month salary (Vocational Responsibility Only)		XXXXXXXX	
b. *Extended contract salary* *			
c. *Vocational student organization advisor stipend* *			
215-3-10-115-___ Clerical salaries		XXXXXXXX	
215-3-10-200-___ Benefits (14% of abcve salaries)		XXXXXXXX	
215-3-10-320-___ Inservice training expenses		XXXXXXXX	
215-3-10-320-___ Consultants' fees		XXXXXXXX	
215-3-10-350-___ Consultants' travel		XXXXXXXX	
215-3-10-440-___ *Repair, maintenance and leasing* *			
215-3-10-580-___ *Instructional travel expenses* *			
215-3-10-610-___ *Instructional supplies* *			
215-3-10-660-___ *Instructional minor new equipment* *			
215-3-10-730-___ *Instructional major equipment* *			
TOTAL PROJECT EXPENDITURES	$		$
(Refer to Part II) TOTAL EXCESS COSTS		$	$

**Excess cost item*

PART II—Unusual Circumstances for not Maintaining Fiscal Effort

If the total project expenditures reported in Part I are not equal to the expenditures for the preceding year, you have not maintained effort. If this is due to unusual circumstances, such as major equipment expenditures or a teacher change, please explain.

PART III—List of Major Instructional Equipment Purchased

List all major instructional equipment having a unit cost of $300 or more.

Name of Equipment	DESCRIPTION (Type, make, size, model, etc.)	Quantity	Total Cost
			$

Attach additional sheets if necessary.

Transfer total to 215-3-10-730 on Part I $

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	AUTHORIZATION OF VOCATIONAL EDUCATION PERSONNEL Due: Two weeks prior to start of program	

DIRECTIONS:

1. Submit only for personnel not previously approved or for upgrading personnel.
2. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

Name of Applicant: _____ ☐ M ☐ F Date: _____

Home Address: _____

School: _____ City: _____ Zip Code: _____

Vocational Education Program(s) _____

Educational Degrees: _____ Major: _____ Minor: _____ Rec'd _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional courses completed such as: philosophy of —, teaching methods of —, adult methods of —, curriculum instruction in —, and instructional materials in vocational education, and administration of and/or coordinating practices in cooperative vocational education. Refer to Secondary Vocational Education Guidelines handbook for individual program requirements.

Courses		Name of Course	Quarter Credits	Institution
Dept.	Number			

Related occupational experience **(other than teaching)**:

Name and Address of Employer	Date of Employment From	To	Part-time	Full-time	Title of Position and Nature of Duties

Signed: _____ Verified by: _____

Applicant — District Superintendent

FOR OFFICE OF PUBLIC INSTRUCTION USE ONLY:

Approval: _____ Date: _____

Provisions: _____ Signed: _____

Level: Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training ☐

VZ1183

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	ADDENDUM FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAM	
	DUE: March 1	

DIRECTIONS:

1. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620, with completed Proposal for Vocational Education Program (VZ0283 or VZ1084) applicable to this proposal.

2. Use the following outline in describing the purpose and operation of the cooperative portion of the program. (**Attach sheets as necessary.**)

District No.	County	City Zip Code	School Name

1. If this is a multi-occupation cooperative program, list the occupational areas (by CIP Codes and Titles) which the coordinator will coordinate.

2. Name of coordinator:
   a. Is the coordinator vocationally approved in cooperative education? Yes_____ No_____

3. Number of coordination periods per day:
   a. Number of students coordinated per hour/day:

4. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and wages?
   _____Yes _____No

5. Does the employer with whom the agreement is made follow equal employment opportunity guidelines and assure that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, be denied the benefits of any federal or state funded vocational educational program or activity?
   _____Yes _____No

6. Does the program provide for liability and industrial insurance protection? If no, who is responsible?
   _____Yes _____No

7. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.

8. Provide an outline of the related classroom instruction for a cooperative class.

9. Describe the procedures used to assure that placement of cooperative vocational education students will not displace regularly employed workers.

10. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.

11. Attach a sample copy of the cooperative training evaluation form(s) to be used.

12. Attach a sample copy of the training plan forms to be used.

Signed:_____ Date_____
Teacher-Coordinator

Appendix V

INSTRUCTIONS FOR COMPLETING THE SECONDARY VOCATIONAL EDUCATION STUDENT ENROLLMENT REPORT

INTRODUCTION: The Secondary Vocational Education Student Enrollment Report provides information needed to initiate the student follow-up to be conducted by the Vocational Education Services Department of the Office of Public Instruction. This report also establishes a pupil count used to determine funding and furnishes statistical data for state vocational education planning.

INSTRUCTIONS: The vocational instructor **must complete a separate student enrollment report listing all students enrolled in each approved vocational education class.** This report is for students on the class roll as of the 10th day of the semester. Local administration will return this report to Vocational Education Services, Office of Public Instruction, State Capitol, Helena, MT 59620.

DUE DATE: First semester/entire year—October 1; second semester—February 15.

SCHOOL NAME: Full school name.

H.S. DISTRICT NO.: High school district number.

CITY, ZIP: Enter the city and zip code in which the school is located.

CLASS TITLE: Enter the name of the vocational class. Example: welding, food and nutrition.

INSTRUCTOR: The instructor or the person responsible for completing the form.

CO-OP: Enter a check (✓) in the box to indicate the class is conducted as an approved cooperative vocational education program.

PROGRAM AREA: Enter a check (✓) by the appropriate program area.

CLASS PERIODS: Indicate with a check (✓) the number of periods in a school day.

CLASS LENGTH: Indicate with a check (✓) the number of periods this class meets each day. (The number of periods an individual student is in this class each day.)

CERTIFICATION: The report must be signed by the instructor of the class. All reports should be given to local administrators for final submittal.

STUDENT NAME: Student's full name, entered by last name, first name, middle initial.

STUDENT BIRTHDATE: Month/day/year.

SEX: Enter **1** for male, **2** for female.

RACE: Enter one of the following codes:

1—American Indian/Alaskan Native
2—Asian/Pacific Islander
3—Black, not Hispanic
4—Hispanic
5—White, not Hispanic
6—Non-Resident Alien

GRADE: Enter the student's grade level. Example: 9 = ninth grade, 10 = tenth grade, 11 = eleventh grade 12 = twelfth grade.

HANDICAPPED CODE: A handicapped person is someone who has a physical or mental impairment. Enter one of the following codes if the student is handicapped:

1—Mentally retarded
2—Hard of hearing
3—Deaf
4—Speech impaired
5—Visually handicapped
6—Seriously emotionally disturbed
7—Orthopedically impaired
8—Other health impaired
9—Specific learning disability
10—Deaf/blind
11—Multihandicapped

DISADVANTAGED: A disadvantaged person (other than handicapped) is one who meets one of the following definitions. Check the appropriate box(es).

Econ: Economically disadvantaged refers to any of the following:

1. family income at or below national poverty level.
2. participant or parent(s) or guardian of participant is unemployed.
3. participant or parent(s) of participant is recipient of public assistance.
4. participant is institutionalized or under state guardianship.

Operationally, economic disadvantage can be determined by reporting students who are participating in BEOG, Work-Study programs, or similar financial aid.

Acad: Academically disadvantaged refers to persons who:

1. lack reading and writing skills.
2. lack mathematical skills.
3. perform below grade level.

Operationally, academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation.

LEP: Limited English Proficiency refers to any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Operationally, enrollment in English as a second language can be used as a criteria.

INSTRUCTIONAL SETTING CODE: For students who are indicated as handicapped or disadvantaged, enter the instructional setting code as follows:

1—Mainstream/No Support Program. Full participation in a mainstream vocational education program where no VEA funds are provided.
2—Mainstream/Support Program. Mainstream program with added support services provided by VEA funds to assist the student.
3—Separate Program. A program whose enrollment is limited to handicapped or disadvantaged students.

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SECONDARY VOCATIONAL EDUCATION
STUDENT ENROLLMENT REPORT
Report First Semester and Entire Year Classes Only

FOR OPI USE ONLY

Refer to Instruction Sheet before completing.

DUE DATE: February 15, 1985

School Name: _____ Class Title: _____

H.S. Dist. No.: _____ County: _____ Instructor: _____

City, Zip: _____ Co-op? ☐ Yes

PROGRAM AREA: (check one)

___Agriculture ___Home Ec. Wage Earning
___Business & Office ___Industrial Arts
___Consumer Homemaking ___Marketing & Distributive
___Health Occupations ___Trades & Industrial

Number of periods in school day: (check one) ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Class meets each day for: (check one) ☐ one period ☐ two periods ☐ three periods

Certification: I hereby certify that this is a true and complete report of the vocational student enrollment for this class.

_____
Instructor Signature Date

Total enrollment reported from both sides: _____

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

Use back for additional listings.

VM0384

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
TOTAL (Enter total number of students on front page.)									

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

SECONDARY VOCATIONAL EDUCATION
STUDENT ENROLLMENT REPORT

Report First Semester and Entire Year Classes Only

FOR OPI USE ONLY

Refer to Instruction Sheet before completing.

DUE DATE: October 1, 1984

School Name: _____ Class Title: _____

H.S. Dist. No.: _____ County: _____ Instructor: _____

City, Zip: _____ Co-op? ☐ Yes

PROGRAM AREA: (check one)

___Agriculture
___Business & Office
___Consumer Homemaking
___Health Occupations
___Home Ec. Wage Earning
___Industrial Arts
___Marketing & Distributive
___Trades & Industrial

Certification: I hereby certify that this is a true and complete report of the vocational student enrollment for this class.

_____
Instructor Signature Date

Number of periods in school day: (check one) ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Class meets each day for: (check one) ☐ one period ☐ two periods ☐ three periods

Class is scheduled for (check one): ☐ **First Semester Only** ☐ **Entire Year**

Total enrollment reported from both sides: _____

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

Use back for additional listings.

VM0384

(Enter last name, first name and middle initial) STUDENT NAME	BIRTHDATE	GRADE	RACE	SEX	HANDICAPPED CODE	DISADVANTAGED			INSTRUCTIONAL SETTING CODE
						ECON	ACAD	LEP	
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
TOTAL (Enter total number of students on front page.)									

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	SELF-EVALUATION FOR VOCATIONAL EDUCATION DUE: March 1	

School	County	City	Zip Code

I. TYPE OF PROGRAM (check appropriate item)

	Agriculture
	Business and Office
	Consumer and Homemaking
	Cooperative
	Health Occupations

	Home Economics Wage Earning
	Industrial Arts
	Marketing and Distributive
	Trade and Industrial

II. LEVEL OF PROGRAM: ☐ Secondary ☐ Postsecondary ☐ Adult

III. This data collection is required in accordance with the Vocational Education Amendment of Public Law 94-482 and the Montana State Plan for Vocational Education.

IV. DIRECTIONS:

1. The self-evaluation should be completed by the instructor(s) for each approved vocational program in the school district.
2. Advisory committee members should assist the instructor(s) in the self-evaluation.
3. Written comments following each item are encouraged.
4. Check the yes or no column. If yes, a rating of five (5) on an item indicates excellence and a one (1) indicates poor quality. Circle the rating that best describes your program.
5. The original of each program evaluation should be submitted to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620. The carbon copies should be kept in your files.

	Yes	No	Assessment (Circle One)	Comments
1. The program advisory committee has a. written duties and responsibilities.			5 4 3 2 1	
b. minutes on file.			5 4 3 2 1	
c. assisted with program development and evaluation.			5 4 3 2 1	
d. male and female representation.			5 4 3 2 1	
e. a representation of business, industry and labor.			5 4 3 2 1	
2. Efforts are made to encourage males and females to participate in the program.			5 4 3 2 1	
3. Sex bias/stereotyping is being eliminated from instructional and curricular material.			5 4 3 2 1	
4. Community resource persons who work in nontraditional occupations are utilized in class presentations.			5 4 3 2 1	
5. The instructor a. is certified.			5 4 3 2 1	
b. is an active member of vocational education related professional organizations.			5 4 3 2 1	
c. keeps updated by attending workshops and seminars.			5 4 3 2 1	
d. is vocationally endorsed.			5 4 3 2 1	
e. has sufficient work experience.			5 4 3 2 1	

1984
12th Grade Data Card

Name:_____ Sex:___M___F Birthdate:_____/_____/_____
Last First Mo Day Year

Address where you may be reached after graduation:

_____
Street City State Zip Phone

*Number of semesters:

1 class hr. per day = 1 semester 2 class hrs. per day = 2 semesters
1 co-op class hr. per day = 1 semester

Please indicate the **NUMBER OF SEMESTERS** you have completed in each of the following areas:

1._____Agricultural Production
2._____Agricultural Mechanics
3._____Horticulture
4._____Forestry
5._____Marketing/Distributive Education
6._____Nurse Aide/Health Exploratory
7._____Home Economics
8._____Wage Earning Home Economics
9._____Business and Office
10._____Auto Body
11._____Mechanics
12._____Drafting
13._____Electricity/Electronics
14._____Graphic Arts
15._____Metal Working/Machine Shop
16._____Welding
17._____Broadcasting
18._____Woodworking/Building Construction

VM0484

School: _____

Check one:

☐ Ag ☐ B & O ☐ Co-op ☐ Health ☐ Con. Hmkg. ☐ WE Hmkg. ☐ IA ☐ Mkgt & Dist. ☐ T & I

	Yes	No	Assessment (Circle One)	Comments
6. Curriculum is organized based on knowledge and skills for the occupation (task analysis).			5 4 3 2 1	
7. Written measurable objectives are on file in the department.			5 4 3 2 1	
8. Program objectives are realistic based on student needs and employment opportunities.			5 4 3 2 1	
9. Field trips and community resources are used to enrich the instruction.			5 4 3 2 1	
10. The school assists with job placement of students irrespective of sex.			5 4 3 2 1	
11. Adequate funds are budgeted for supplies, equipment and travel.			5 4 3 2 1	
12. Facilities are adequate and accommodate both sexes.			5 4 3 2 1	
a. handicapped.			5 4 3 2 1	
b. disabled.			5 4 3 2 1	
13. Equipment is adequate and up-to-date.			5 4 3 2 1	
14. A vocational student organization is an integral part of the instructional program.			5 4 3 2 1	
15. Students with special needs are identified and adequately provided for.			5 4 3 2 1	
16. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.			5 4 3 2 1	
17. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.			5 4 3 2 1	
18. There is a planned follow-up system of students completing the program, including employer satisfaction.			5 4 3 2 1	
19. The results of evaluation and follow-up are used as a basis to revise and improve the program.			5 4 3 2 1	
20. The results of current needs assessment are used to update the a. curriculum.			5 4 3 2 1	
b. equipment.			5 4 3 2 1	
c. facility.			5 4 3 2 1	
21. Vocational guidance services are provided for the students.			5 4 3 2 1	

Signed: _____ _____

Program Instructor Who Has Completed This Form — Date

Signed: _____ _____

School Administrator — Date